

DSS

Breakdown of Provider Types
Inventory of Publicly Funded Preschool Programs
February 10, 2006
SC Department of Social Services, Child Care Services

Child Care Type	Number of Providers*
Accredited Family Child Care Homes	2
Enhanced Child Care Centers	885
Enhanced Family Child Care Homes	86
Enhanced Group Child Care Homes	148
NAEYC Accredited Centers	61
Licensed Child Care Centers	200
Licensed Family Child Care Homes	0**
Registered Family Child Care Homes	280
Licensed Group Child Care Homes	35
In-Home Care Providers	949
Self-Arranged Care providers	1611
Total ABC Child Care Providers:	Total 4,357
*Figure indicates the number of participating ABC providers for child care type currently enrolled in the ABC Voucher System.	
** ABC enhanced Family Child Care home providers may be licensed or registered - Total number of providers includes both care types.	

County	Centers		L-Churches		R-Churches		L-FCCH		R-FCCH		GCCH		Totals	
	Facilities	Spaces	Facilities	Spaces	Facilities	Spaces	Facilities	Spaces	Facilities	Spaces	Facilities	Spaces	Facilities	Spaces
Abbeville	4.00	399.00	0.00	0.00	0.00	0.00	0.00	0.00	15.00	90.00	2.00	24.00	21.00	513.00
Aiken	35.00	3,464.00	0.00	0.00	10.00	1,439.00	0.00	0.00	22.00	132.00	6.00	71.00	73.00	5,106.00
Allendale	6.00	476.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.00	476.00
Anderson	40.00	3,483.00	1.00	119.00	19.00	2,637.00	1.00	6.00	59.00	354.00	15.00	178.00	135.00	6,777.00
Bamberg	12.00	712.00	1.00	55.00	0.00	0.00	0.00	0.00	9.00	54.00	3.00	36.00	25.00	857.00
Barnwell	10.00	551.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00	30.00	2.00	22.00	17.00	603.00
Beaufort	45.00	3,651.00	2.00	204.00	13.00	1,364.00	0.00	0.00	49.00	294.00	12.00	136.00	121.00	5,649.00
Berkeley	44.00	3,921.00	1.00	146.00	9.00	1,186.00	5.00	30.00	67.00	402.00	6.00	72.00	132.00	5,757.00
Calhoun	7.00	500.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00	30.00	0.00	0.00	12.00	530.00
Charleston	129.00	12,447.00	8.00	732.00	13.00	1,406.00	1.00	6.00	93.00	558.00	15.00	175.00	259.00	15,324.00
Cherokee	13.00	965.00	1.00	121.00	2.00	294.00	0.00	0.00	19.00	114.00	4.00	48.00	39.00	1,542.00
Chester	7.00	511.00	1.00	60.00	4.00	429.00	0.00	0.00	8.00	48.00	2.00	24.00	22.00	1,072.00
Chesterfield	12.00	637.00	1.00	103.00	6.00	552.00	0.00	0.00	17.00	102.00	1.00	12.00	37.00	1,406.00
Clarendon	10.00	658.00	0.00	0.00	0.00	0.00	0.00	0.00	14.00	84.00	3.00	36.00	27.00	778.00
Colleton	12.00	798.00	0.00	0.00	0.00	0.00	2.00	12.00	29.00	174.00	8.00	96.00	51.00	1,080.00
Darlington	25.00	1,471.00	1.00	26.00	6.00	262.00	0.00	0.00	30.00	180.00	10.00	120.00	72.00	2,059.00
Dillon	11.00	846.00	0.00	0.00	1.00	153.00	0.00	0.00	37.00	222.00	8.00	93.00	57.00	1,314.00
Dorchester	26.00	3,112.00	1.00	184.00	5.00	616.00	0.00	0.00	41.00	245.00	2.00	18.00	75.00	4,175.00

County	Centers		L-Churches		R-Churches		L-FCCH		R-FCCH		GCCH		Totals	
	Facilities	Spaces	Facilities	Spaces	Facilities	Spaces	Facilities	Spaces	Facilities	Spaces	Facilities	Spaces	Facilities	Spaces
Edgefield	6.00	549.00	0.00	0.00	0.00	0.00	0.00	0.00	12.00	72.00	4.00	48.00	22.00	669.00
Fairfield	9.00	817.00	1.00	45.00	2.00	56.00	0.00	0.00	11.00	66.00	0.00	0.00	23.00	984.00
Florence	43.00	3,133.00	3.00	247.00	14.00	1,384.00	3.00	18.00	154.00	923.00	27.00	324.00	244.00	6,029.00
Georgetown	15.00	922.00	1.00	72.00	7.00	578.00	0.00	0.00	30.00	180.00	13.00	150.00	66.00	1,902.00
Greenville	91.00	11,379.00	11.00	2,300.00	42.00	6,279.00	0.00	0.00	100.00	600.00	4.00	48.00	248.00	20,606.00
Greenwood	18.00	2,224.00	3.00	240.00	4.00	367.00	0.00	0.00	16.00	96.00	2.00	24.00	43.00	2,951.00
Hampton	14.00	819.00	0.00	0.00	1.00	115.00	0.00	0.00	8.00	48.00	2.00	21.00	25.00	1,003.00
Horry	57.00	5,081.00	5.00	454.00	18.00	1,578.00	0.00	0.00	54.00	324.00	8.00	96.00	142.00	7,533.00
Jasper	10.00	417.00	0.00	0.00	3.00	235.00	0.00	0.00	37.00	222.00	6.00	72.00	56.00	946.00
Kershaw	13.00	953.00	0.00	0.00	6.00	803.00	0.00	0.00	16.00	96.00	0.00	0.00	35.00	1,852.00
Lancaster	25.00	2,065.00	2.00	86.00	2.00	113.00	0.00	0.00	9.00	50.00	0.00	0.00	38.00	2,314.00
Laurens	16.00	1,513.00	1.00	90.00	1.00	119.00	0.00	0.00	15.00	90.00	4.00	48.00	37.00	1,860.00
Lee	6.00	605.00	0.00	0.00	0.00	0.00	0.00	0.00	13.00	78.00	0.00	0.00	19.00	683.00
Lexington	69.00	7,369.00	8.00	1,365.00	9.00	1,069.00	0.00	0.00	88.00	527.00	13.00	156.00	187.00	10,486.00
Marion	18.00	1,210.00	0.00	0.00	3.00	201.00	0.00	0.00	21.00	126.00	11.00	132.00	53.00	1,669.00
Marlboro	5.00	326.00	1.00	65.00	3.00	160.00	0.00	0.00	6.00	36.00	0.00	0.00	15.00	587.00
McCormick	2.00	131.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	12.00	1.00	12.00	5.00	155.00
Newberry	12.00	928.00	0.00	0.00	1.00	37.00	0.00	0.00	3.00	18.00	1.00	12.00	17.00	995.00

South Carolina Department of Social Services
Division of Child Care Licensing and Regulatory Services

Statistics of Open Child Care Facilities
Statistics - 02/28/2006 - 3

County	Centers		L-Churches		R-Churches		L-FCCH		R-FCCH		GCCH		Totals	
	Facilities	Spaces	Facilities	Spaces	Facilities	Spaces	Facilities	Spaces	Facilities	Spaces	Facilities	Spaces	Facilities	Spaces
Oconee	15.00	1,508.00	0.00	0.00	3.00	473.00	0.00	0.00	24.00	144.00	4.00	48.00	46.00	2,173.00
Orangeburg	42.00	2,488.00	5.00	431.00	7.00	379.00	0.00	0.00	26.00	156.00	4.00	48.00	84.00	3,502.00
Pickens	25.00	1,999.00	4.00	679.00	5.00	1,087.00	0.00	0.00	30.00	180.00	8.00	96.00	72.00	4,041.00
Richland	127.00	12,617.00	20.00	2,694.00	17.00	2,424.00	0.00	0.00	104.00	624.00	21.00	252.00	289.00	18,611.00
Saluda	7.00	650.00	0.00	0.00	0.00	0.00	0.00	0.00	7.00	42.00	2.00	24.00	16.00	716.00
Spartanburg	85.00	7,634.00	4.00	419.00	16.00	1,949.00	0.00	0.00	75.00	448.00	7.00	84.00	187.00	10,534.00
Sumter	47.00	4,860.00	1.00	99.00	5.00	481.00	4.00	24.00	30.00	180.00	12.00	135.00	99.00	5,779.00
Union	7.00	495.00	2.00	253.00	4.00	266.00	0.00	0.00	14.00	84.00	2.00	24.00	29.00	1,122.00
Williamsburg	12.00	865.00	2.00	79.00	3.00	163.00	0.00	0.00	100.00	600.00	14.00	168.00	131.00	1,875.00
York	49.00	5,512.00	4.00	673.00	6.00	774.00	0.00	0.00	45.00	267.00	11.00	132.00	115.00	7,358.00
State Totals:	1,293.00	117,671.00	96.00	12,041.00	270.00	31,428.00	16.00	96.00	1,569.00	9,402.00	280.00	3,315.00	3,524.00	173,953.00

AGY: Department of Social Services
 FII: 6
 FIV: 29
 PRD: 20040227
 EFD: 20050624
 EXD: 20050516
 REG: 2901
 PRI: 2
 PRV: 28
 COM: General Committee 8 SG
 Medical, Military, Public and Municipal Affairs Committee 27 H3M
 RES: 677
 STA: Final
 AUT: 43-1-80 and 20-7-2980
 SUB: Licensed Child Care Centers

HST: 2901

BY	DATE	ACTION DESCRIPTION	COM	VOL/ISSUE	EXP DATE	R. NUM
-	20040227	Proposed Reg Published in SR		28/2		
-	20040601	Received by Lt. Gov & Speaker			20040928	
H	20040601	Referred to Committee	H3M 27			
S	20040601	Referred to Committee	SG 8			
-	20040603	Revised Review Period Exp Dat			20050508	
H	20050222	Committee Request Withdrawal	H3M27			
		120 Day Period Tolled				
-	20050302	Withdrawn and Resubmitted			20050516	
S	20050329	Resolution Intro to Approv	SG 8			S677
-	20050516	Approved by: Expiration Date		29/6		
-						

TXT:

Resubmitted: March 2, 2005

Document No. 2901
DEPARTMENT OF SOCIAL SERVICES
CHAPTER 114

Statutory Authority: 1976 Code Sections 43-1-80 and 20-7-2980, et seq.

114-500. Regulations For The Licensing of Child Care Centers

Synopsis:

The South Carolina Department of Social Services (SCDSS) is required to review child care regulations every three years. These proposed regulations replace the current regulations in their entirety. These regulations update current requirements in order to clarify current regulations,

meet the United States Department of Health and Human Services (USDHHS) safety guidelines, as well as United States Department of Agriculture (USDA) food and snack regulations, and finally, raises the South Carolina regulations up to minimum child care standards already in place in neighboring states.

The areas in which these regulations are amended include the following: (1) Increasing the number of staff to children in certain age ranges, and (2) updating health, sanitation, and safety requirements to ensure consistency with the South Carolina Department of Health and Environmental Control (SCDHEC) and/or USDA's requirements. The regulations also clarify existing definitions and add some new ones.

Instructions:

Replace current sections 114-500 through 114-504 with new sections 114-500 through 114-504. Add new sections 114-505 through 114-509.

Text:

114-500 GENERAL PROVISIONS

A. Purpose

(1) The purpose of these regulations is to establish standards that protect the health, safety and well being of children receiving care in child care facilities, through the formulation, application and enforcement of these regulations.

B. Applicability

(1) These regulations apply to child care centers as defined in section 114-501.A. (9) relating to definitions for profit and private child care centers.

(2) These regulations apply equally to profit, not for profit and private child care centers.

(3) These regulations do not apply to the following:

(a) Educational facilities, whether private or public, which operate solely for educational purposes in grade one or above;

(b) Five-year-old kindergarten programs;

(c) Kindergartens or nursery schools or other daytime programs, with or without stated educational purposes, operating no more than four hours a day and receiving children younger than lawful school age;

(d) Facilities operated for more than four hours a day in connection with a shopping center or service or other similar facility, where the same children are cared for less than four hours a day and not on a regular basis while parents or custodians of the children are occupied on the premises or are in the immediate vicinity and immediately available; however, these facilities must meet local fire and sanitation requirements and maintain documentation of these requirements on file at the facility available for public inspection;

(e) School vacation or school holiday day camps for children operating in distinct sessions running less than three weeks per session, unless the day camp permits children to enroll in successive sessions so that their total attendance may exceed three consecutive weeks;

(f) Summer resident camps for children;

- (g) Bible schools normally conducted during vacation periods;
- (h) Facilities for the mentally retarded provided in Chapter 21, Title 44, Code of Laws of South Carolina;
- (i) Facilities for the mentally ill as provided for in Chapter 17, Title 44, Code of Laws of South Carolina; and
- (j) Child care centers owned and operated by a local church congregation or an established religious denomination or a religious college or university which does not receive state or federal financial assistance for child care services; however, these facilities must comply with the provisions of Code of Laws of South Carolina; Sections 20-7-2900 through 20-7-2975 and that these facilities voluntarily may elect to become licensed according to the process as set forth in Code of Laws of South Carolina; Sections 20-7-2700 through 20-7-2780 and Sections 20-7-2980 through 20-7-3090.

C. Access to and within the center, and physical site accommodations and equipment, shall be provided for children with disabilities to meet their health and safety needs in accordance with applicable state and federal laws.

114-501 DEFINITIONS

A. Terms used in South Carolina Regulations, Chapter 114, Article 5, Part A, shall be all definitions cited in Section 20-7-2700 et seq., Code of Laws of South Carolina in addition to the definitions that follow:

- (1) Applicant: A person 21 years of age or older, representing a corporation, partnership, voluntary association, other public or private organization who has completed, signed and submitted a Department of Social Services application form and other requirements to the Department in order to obtain a child care center license or approval.
- (2) Approval: A written notice issued by the Department to a department, agency or institution of the State, or a county, city or other political subdivision, not otherwise regularly licensed, approving the commencement of operations of a public child care center.
- (3) Blood-borne pathogens: Pathogenic microorganisms that are present in human blood that can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).
- (4) Center Director: The on-site staff person, who is responsible for the daily operation of a child care center, including but not limited to supervision of staff and children. The center director can only have responsibility for one center and may not hold another full-time job during the hours of center operation.
- (5) Center Co-Director: The on-site staff person who is responsible for the daily operation of a child care center when the director is not present including, but not limited to, the supervision of staff and children.
- (6) Center Director Designee: The on-site staff person who assumes the responsibilities of the Director for limited periods of time, when neither the Director nor Co-Director is on-site.
- (7) Central Registry of Child Abuse and Neglect: An automated, computerized listing, maintained by the Department of Social Services containing the names(s), address(es), birth date(s), identifying characteristics and other information about individual(s) who have been listed on the registry due to the determination of perpetrating abuse or neglect upon a child.

(8) Child: An individual, from birth through 15 years of age (chronologically), receiving care in a child care center; or up to 18 years of age if the child qualifies as special needs.

(9) Child care center: A center that is licensed for thirteen (13) or more children for care.

(10) Complaint: Statement(s) reporting unsatisfactory conditions in a child care facility.

(11) Complete Application: An application is complete on the date of receipt of the last document required by the Department in order to issue a license/approval.

(12) Department: Refers to the Department of Social Services.

(13) Emergency Person: An individual 18 years of age or older, not regularly employed by the child care center who is immediately available to serve as staff in emergency situations. This person shall meet all requirements of an employed teacher/caregiver, with the exception of training.

(14) Infant: A child under 12 months of age.

(15) License: A written notice issued by the Department to a private facility approving the commencement of operations of a child care center.

(16) Lifeguard: A person having the qualifications of and possessing a current American Red Cross, YMCA, or equivalent Lifeguard Certificate, current First Aid Certificate and current CPR (which includes adult, child, and infant) Certificate.

(17) Owner: The owner may be independent of the staff of the child care facility and not be required to be on the premises. However, the owner can be the director or a teacher/caregiver. If the owner serves in the capacity of staff and directly supervises children, he/she shall have state and federal fingerprint reviews completed in accordance with Section 20-7-2700 et. Seq., Code of Laws of SC (1976), as amended, in addition to meeting all other requirements.

(18) Parent: The biological or adoptive mother or father, the legal guardian of the child or the individual agency with custody of the child.

(19) Preschool Child: A child 3 or 4 years of age or older but not yet eligible for public kindergarten.

(20) Provisional approval: A written notice issued by the Department to a department, agency or institution of the State, or a county, city or other political subdivision approving the commencement of operations of a public child care center although the operator is temporarily unable to comply with all of the requirements for approval.

(21) Provisional license: A license issued by the Department to a director when the director is temporarily unable to comply with all the requirements for a license/approval.

(22) Regular approval: A written notice issued by the Department for a two-year period to a department, agency or institution of the State, or a county, city or other political subdivision, approving the operation of a public child care center in accordance with the provisions of the regulations of the Department.

(23) Regular license: A license issued by the Department for two years to a director showing that the licensee is in compliance with the regulations of the Department at the time of issuance and authorizing the licensee to operate in accordance with the regulations of the Department.

(24) Renewal: To grant an extension of a regular license.

(25) Revocation: To void the regular license of a child care center.

(26) School-aged Child: A child at least old enough to enroll in public kindergarten.

(27) Sex Offender Registry: A statewide computerized listing of names and other identifying information on convicted sex offenders maintained and updated by the State Law Enforcement

Division (SLED) and authorized by Section 23-3-400 et. Seq., Code of Laws of South Carolina, 1976, as amended.

(28) Staff: Full-time and part-time management, administrative, teaching/caregiving, program, maintenance, food service and service personnel; emergency and substitute personnel; supervised students; supervised student teachers and supervised volunteers.

(29) Staff:Child Ratio: The maximum number of children permitted per teacher/caregiver.

(30) Student Teacher: An individual enrolled in his/her final practicum to be qualified for teacher certification. He or she shall meet the same health standards as other staff and undergo background investigation. He or she may be included in staff:child ratios.

(31) Student Volunteer: An individual at least 16 years of age from a recognized educational institution or who may receive credit, reimbursement for expenses or a stipend for providing services in a trainee capacity under supervision of a staff member at all times when providing direct care to children shall not be counted in the staff:child ratio.

(32) Supervision: Care provided to an individual child or a group of children. Adequate supervision requires staff awareness of and responsibility for the ongoing activity of each child, knowledge of activity requirements, and children's needs and accountability for their care. Adequate supervision also requires the director, and/or staff being near and having ready access to children in order to intervene when needed. Supervision requires adequate staff to meet staff:child ratios, being in the room at all times or on the playground at all times when children are present.

(33) Teacher/Caregiver: Any person whose duties include direct care, supervision, and guidance of children in a child care center.

(34) Toddler: A child 12 months of age or older, but younger than 24 months of age.

(35) Training: Participation by child care center staff, in workshops, conferences, educational or provider associations, formal schooling, in-service training, or planned learning opportunities provided by qualified individuals. Training shall be age appropriate for the child population served by the child care center and in such subject areas related to: child care, child growth and development and/or early childhood education, nutrition, infection control/communicable disease management and causes, health and safety, signs and treatment of child abuse and/or neglect and shall include alternatives to corporal punishment. Training for directors may also be in areas related to supervision of child care staff or program administration.

(36) Two-year olds: A child 24 months of age or older but younger than 3 years of age.

(37) Volunteer: An individual parent, grandparent, other professional or skilled individual artist or crafts person at least 16 years of age infrequently assisting with the daily activities for children in a child care center who provides services without compensation and who is supervised by staff at all times when providing direct care to children. An individual meeting this definition is not required to undergo a fingerprint background check or health screening and is not counted in staff:child ratios.

114-502 PROCEDURES

A. Licensing/approvals

(1) Any person, corporation, partnership, voluntary association, or other organization, whether private or public, may secure information about the licensing/approval process by contacting staff of the State or Regional Child Care Licensing Office.

(2) An application for a license/approval shall be completed on appropriate Department forms and shall be signed by the director. The Department representative shall provide the applicant with the required number of forms, a copy of current child care center regulations, a copy of Section 20-7-2700 et seq., Code of Laws of South Carolina (1976), (Child Care Statute) and a copy of Sections of the Children's Code related to child abuse and neglect with an explanation of procedures and information required by the Department. The Department representative shall request in writing that health and fire officials make inspections of the facility.

(3) After giving the applicant at least two working days notice, Department staff shall arrange a licensing/approval study during an on-site visit to the proposed facility for determining compliance with applicable regulations.

(4) Health and fire officials shall inspect the facility to determine compliance with appropriate regulations and shall put in writing on appropriate forms the results of their inspections.

(5) The Department shall review the completed application form, completed licensing/approval inspection report, completed health and fire inspection reports, current child abuse and criminal history background records checks, written policies and other information specified by the Department to make a determination of issuance or non-issuance of a license/approval and shall take one of the following actions:

(a) Issue a regular license/regular approval if all the provisions of the regulations and statute for the operation of a child care center have been met;

(b) Issue a provisional license/provisional approval with an accompanying correction notice if one or more violations have been cited which do not seriously threaten the health, safety or well-being of children; or

(c) Deny the issuance of a license/approval if one or more violations seriously threaten the health, safety, or well being of the children.

(6) Failure of Department staff, except as provided by statute, to approve or deny any complete application within ninety days shall result in the granting of a provisional license/provisional approval.

(7) If a license/approval is issued, the Department staff shall mail the license/approval directly to the director.

(8) The license/approval shall state clearly the name of the director, the address and type of child care facility, the date on which the license/approval was issued and will expire, and the maximum number of children to be present in the center at any one time.

(9) Department staff shall notify the director as follows if a provisional license/provisional approval is issued or an application for a license/approval is denied:

(a) If a provisional license/provisional approval is issued, the Department shall notify the director in writing of violations to be corrected. The violations shall be cited by regulation number and shall include a form issued by the Department for the director to complete a written plan to correct each violation as approved by the Department;

(b) If a license/approval is denied, the Department shall give the applicant written notice by certified mail indicating the reason(s) for the denial.

(10) If a facility is found to be in operation after the Department has denied the application for the license/approval and the administrative appeal/review procedure has been completed, the Department shall notify the Department's Office of General Counsel.

B. Provisions of the license/approval

(1) A regular license/regular approval issued by the Department to the child care center shall be valid for two years from date of issuance, unless revoked by the Department or voluntarily surrendered by the director; provided however, that a change in location, ownership or sponsorship of the facility shall automatically void the license/approval.

(2) A provisional license/provisional approval issued by the Department to a child care center shall be issued for a period within which the deficiencies shall be corrected, and within the conditions permitted by statute.

(3) A provisional license/provisional approval shall be amended from a provisional to a regular license/approval when all deficiencies have been verified as corrected.

(4) An application for a license/approval may be denied or the license/approval may be revoked by the Department if the owner, director, any staff member, volunteer(s) or emergency person(s) has been determined to have abused or neglected any child as defined in Section 20-7-490 (B), S.C. Code of Laws, 1976 as amended.

C. Inspection and consultation

(1) Department staff may visit and inspect a child care center at anytime during the hours of operation without prior notice to verify regulatory compliance.

(2) Department staff shall provide at least two working days notice to the director or center director prior to conducting an initial or renewal inspection.

(3) The director and staff shall cooperate with the investigation and related inspections by providing access to the physical plant, records, excluding financial records, and staff.

(4) The Department has the right to interview staff and parents relating to regulatory compliance.

(5) Upon receipt of a regulatory complaint, the Department shall conduct an unannounced inspection of the center to investigate the complaint. If the complaint is written, the Department shall provide a copy to the director upon request.

(6) The director may request consultation from the Department. Department staff shall provide technical assistance to the director as requested.

D. Reasons for license/approval denial, revocation, or non-renewal

(1) A license/approval may be denied, revoked or not renewed by the Department if the owner, director or staff member has been determined to have abused or neglected any child as defined in Section 20-7-490(B), S.C. Code of Laws, 1976 as amended.

(2) A license/approval may be denied, revoked or not renewed by the Department if cited deficiencies threaten serious harm to the health and/or safety of the children.

E. Reporting of changes affecting license/approval

(1) The director shall immediately report to the Department when an occurrence takes place that may affect the status of the license/approval including the following:

(a) Change in director, ownership, or sponsorship;

(b) Change in center location; and

(c) Major renovations or alterations to the building.

F. License/approval renewal

(1) One hundred and twenty (120) days prior to the expiration date of the current license/approval, Department staff shall notify the director in writing of the time and requirements for renewal and shall request health and fire inspections.

(2) The same Department actions cited in 114-502.A.(2) through (10), above are applicable to the renewal process, except that the Department shall initiate the license/approval renewal process one hundred and twenty (120) days in advance.

114-503 MANAGEMENT, ADMINISTRATION, AND STAFFING

A. Display of license/approval

(1) The center shall display the current license/approval, as well as any violations in a prominent public place in the center. The back of the license/approval shall be displayed if deficiencies are listed.

(2) When advertising or issuing other public notifications of the service provided, the official license number issued by the Department shall be included.

B. Capacity

(1) No child care center shall have present at any one time children in excess of the number for which it is licensed/approved.

(2) Exception: In the event of a natural disaster or unscheduled closing of a child care center, the capacity may be exceeded temporarily for a maximum of 90 days to accommodate the displaced children. The director shall notify the Department of the situation and maintain appropriate staff:child ratios at all times. Required records shall be kept on file for the new enrollees.

C. Child abuse

(1) The center shall immediately report suspected child abuse or child neglect to the Department's Office of Child Protective and Preventive Services or to local law enforcement in accordance with South Carolina Code Annotated Section 20-7-510.

(2) The director and staff shall cooperate with Department staff during an investigation of child abuse or neglect. Cooperation shall include the following:

(a) Participate in informational conferences with Child Protective and Preventive Services staff;

(b) Release records as appropriate, of children and staff upon request; and

(c) Allow access to the center premises for inspection and investigation of the child abuse allegation by the Department and other officials as permitted by statute.

D. Reporting of incidents

(1) The center shall report the following incidents to the parents/guardians immediately and provide written notification to the Department within 48 hours after the occurrence:

(a) Accidents or injuries involving any child occurring at the center requiring professional medical treatment, and

(b) Child or staff occurrences of communicable diseases that the Department of Health and Environmental Control (DHEC) requires to be reported in its School Exclusion List.

(2) The following incidents shall be reported to the Department immediately:

(a) A death of a child or staff person that occurs at the center;

- (b) A child who is missing from the premises or who is left unattended in a vehicle operated by the child care center;
- (c) Major structural damage to center;
- (d) Natural or man-made disasters, including extreme weather conditions, which cause the center to be closed for more than one day of scheduled operation;
- (e) An occurrence requiring the services of a fire or police department, which affects the health and safety of children;
- (f) Charges or convictions of crimes against the owner, director, or any staff person;
- (g) Reports of alleged child abuse involving the owner, director, or any staff person;
- (h) A follow-up report shall be submitted to the Department as soon as an investigation of the facility is completed and corrective action is taken; and
- (i) Parents should be notified if a legal or health issue occurs which impacts the health and safety of his/her child. This notification should occur at the time of pick-up or on the next day the child is in care.

E. Death of a child

- (1) If the child dies while at the facility, the following shall be done:
 - (a) Immediately notify emergency medical personnel, the child's parents, and law enforcement;
 - (b) Immediately notify the licensing agency; and
 - (c) Provide information for children and parents as appropriate.

F. Parent access and communication

- (1) The center shall permit the parent of a child in care free and full access to his or her child without prior notice, while their child is receiving care, unless there is a court order limiting parental access. This free access must not disrupt instructional activities and classroom routines.
- (2) The center shall develop a policy for the release of children, which includes a security system to prevent the inappropriate release of a child to an unauthorized person. This policy shall be communicated with the parent upon admission.
- (3) Parents shall be provided with the following information upon admission:
 - (a) The right of parents to free and full access to their child in accordance with 114-503.F.(1);
 - (b) The policy and procedures on release of children specified in 114-503.F.(2);
 - (c) The program activity schedule for their child's age group and child care area;
 - (d) The parent's responsibility to obtain necessary immunizations and physical examinations for their child;
 - (e) The policy and procedures for the administration of medications; and
 - (f) The policy and practices regarding the discipline and behavior management of children. This statement shall be re-signed if any discipline policy changes are made.
- (4) Parents and staff shall sign and date an agreement, maintained on file and updated annually, that both parties have read and understand all policies relating to the operation of the facility.

G. Child records

- (1) The facility shall keep a separate record for each child.

(2) The file shall be kept in a confidential manner, but shall be immediately available to the Department, the child's teacher/caregiver, parent, or guardian upon request.

(3) Access to records is limited to the above unless requested by court order.

(4) Entries in a child's record shall be legible, dated and signed by the individual making the entry.

(5) A child's record shall be maintained on file at the child care center and made available to the Department upon request, and it shall contain the following:

(a) Child's full legal name, nickname, birth date, date of enrollment, current home address and home telephone number;

(b) Full name of both parent(s)/guardian(s), work and home telephone numbers, or telephone number(s) where they can be reached during the time the child is in the center;

(c) Name(s), address(es) and telephone number(s) of person(s) who can assume responsibility for the child in an emergency if the parent(s)/guardian(s) cannot be reached;

(d) Name, address, and telephone number of family physician or health resource;

(e) Name(s), address(es) and verification of identification, such as valid driver's license, other picture identification or personal family code word of person(s) authorized to take the child from the child care center;

(f) Accurate records of daily attendance for each child;

(g) Authorization from parent(s)/guardian(s) for child to obtain emergency medical treatment;

(h) Authorization from parent(s)/guardian(s) for child to be transported to and from the center during field trips and other away from the center activities;

(i) Authorization from parent(s)/guardian(s) for child to participate in swimming activities; and

(j) A written statement, signed by the parents, acknowledging their understanding and acceptance of the disciplinary policies of the center.

(6) A health record shall be maintained in the center for each child enrolled, and it shall include all of the following information:

(a) A signed statement of the child's health prior to admission to the child care center on the appropriate DSS form;

(b) A current South Carolina certificate of Immunization; and

(c) Other health information if deemed necessary by the director of the center and/or by parent(s)/guardian(s).

(7) Emergency information for each child shall be easily and immediately accessible while at the center, during transportation, and during any trips away from the premises, and it shall include the following:

(a) The full name of both parents/guardian, and updated address, work, home and mobile numbers where they can be reached during the time the child is in the center;

(b) The name, address, telephone number and relationship of at least two individuals designated by the parents/guardian to be contacted in an emergency and who have the authority to obtain emergency medical treatment for the child;

(c) The name, address and telephone number of the child's physician, and the emergency care, medical and dental care provider; and

(d) Health insurance information.

(8) Emergency information shall be updated by the parent as changes occur.

- H. Staff records shall include the following:
- (1) Names, positions and hours of duty of staff members;
 - (2) Written policies that refer to or apply to DSS licensing regulations;
 - (3) Three letters of reference for the center director;
 - (4) Criminal history background records check forms for the director, staff, emergency person(s), and volunteer(s);
 - (5) Record of training for director and staff; and
 - (6) Written statements signed by all staff members regarding disciplinary policies of the center.
- (7) The director shall maintain health records in the center for himself/herself, staff, and emergency person(s) in accordance with 114-505.G.(1)(a) through (c).

- I. Confidentiality and applicable laws and regulations
- (1) The center shall have written policy to safeguard the confidentiality of all records.
 - (2) A child's record, emergency information, photograph and other information about the child or family and information that may identify a child by name or address is confidential and may not be copied, posted on a web site or disclosed to unauthorized persons, without written consent from the child's parent.
 - (3) The center shall comply with all applicable federal, state, and local laws, regulations, and ordinances.
 - (4) The center shall make available at least one copy of Section 20-7-2700 et seq., Code of Laws of South Carolina, a copy of sections of the Children's Code related to child abuse and neglect and a copy of the current regulations for child care centers that will be provided by the Department.

- J. Communication
- (1) The center shall have an operable telephone with an outside line that is accessible to staff persons in emergencies.
 - (2) Emergency telephone numbers for the police, fire department, ambulance service and poison control center shall be posted by each telephone.
 - (3) The center shall have an internal means of communication among staff.

- K. Staffing
- (1) Child abuse checks
 - (a) The director or staff shall not have been determined to have committed an act of child abuse or neglect or have been convicted of any crime listed in Chapter 3 of Title 16, Offenses Against the Person, any crime listed in Chapter 15 of Title 16, Offenses Against Morality and Decency or for the Crime of Contributing to the Delinquency of a Minor in Section 16-17-490.
 - (b) A check of the South Carolina Central Registry of Child Abuse and Neglect shall be requested by the director(s) on each staff person, except for volunteers in accordance with the following time lines:
 - (i) For the director(s) and at least two staff persons prior to the initial issuance of a regular or provisional license/approval.
 - (ii) For the director(s) and staff prior to employment.
 - (iii) For all other staff persons (including the emergency person) prior to employment.
 - (iv) For all persons hired by the child care facility at each license/approval renewal.

(c) No child care center shall employ or retain an individual who has been determined to have committed an act of child abuse or neglect.

(2) Background criminal history checks

(a) To be employed by or to provide teacher/caregiver services at a child care facility, a person shall first undergo a State fingerprint review from the State Law Enforcement Division (SLED).

(b) A person may be provisionally employed or may provisionally provide teacher/caregiver services after the favorable completion of the state fingerprint review. The Federal Bureau of Investigation (FBI) fingerprints shall be submitted for review within 14 business days upon receiving the SLED results. Upon the completed FBI review, the results will be forwarded to the appropriate Department for distribution.

(c) No child care facility may employ a person, engage the services of or knowingly allow a person in the child care facility during normal hours of operation who is required to register under the sex offender registry act pursuant to SC Code of Laws Section 23-3-430 or who has been convicted of:

(i) A crime listed in Code of Laws of South Carolina; Chapter 3 of Title 16, Offenses Against the Person;

(ii) A crime listed in Code of Laws of South Carolina; Chapter 15 of Title 16, Offenses Against Morality and Decency;

(iii) The crime of contributing to the delinquency of a minor, contained in Code of Laws of South Carolina; Section 16-17-490.

(d) The results of the fingerprint reviews are valid and reviews are not required to be repeated as long as the person remains employed by or continues providing teacher/caregiver services in a child care facility; however, if a person has a break in service of one year or longer, the fingerprint reviews shall be repeated.

(e) Copies of State and Federal fingerprint results shall be retained in the staff file and available for review by Department staff, upon request.

(3) Center Director and/or Center Co-Director(s)

(a) There shall be a center director and/or center co-director(s) responsible for the following:

(i) Administration and management of the center;

(ii) Safety and protection of the children;

(iii) Development and implementation of policies and procedures;

(iv) Communication with parents about the policies and procedures of the center;

(v) Staff hiring, supervision and ongoing professional development; and

(vi) Compliance with all applicable laws and regulations of the child care center.

(b) The center director(s) or a designee shall be physically present on-site during the hours of the center's operation. A center co-director is required when the program operates more than 12 hours per day.

(c) The center director and center co-director(s) shall be at least 21 years of age and meet one of the following qualifications:

(i) A bachelor's degree or advanced degree from a state-approved college or university in early childhood education, child development, child psychology or a related field that includes at least eighteen credit hours in child development and/or early childhood education;

(ii) A bachelor's degree from a state-approved college or university in any subject area, six months experience working with children in a licensed, approved or registered child care facility;

(iii) An associate's degree from a state-approved college or university in early childhood education, child development, child psychology or a related field, that includes at least eighteen credit hours in child development and/or early childhood education with six months work experience in a licensed, approved or registered child care facility;

(iv) A diploma in child development/early childhood education from a state-approved institution or a child development associate credential (CDA), and one year work experience in a licensed, approved or registered child care facility; or

(v) A High School Diploma or GED with 3 years experience in a licensed, approved or registered child care facility. One year shall include supervision of child care staff.

(4) Caregivers/Teachers

(a) Caregivers/Teachers shall meet the following qualifications:

(i) Be at least 18 years of age, and able to read and write;

(ii) A teacher/caregiver who began employment in a licensed or approved child care center in South Carolina after June 30, 1994, must have at least a high school diploma or General Educational Development Certificate (GED) and at least six months experience as a teacher/caregiver in a licensed or approved child care facility. However, a teacher/caregiver who is prevented from obtaining a high school diploma or GED because of a disability, and who otherwise is qualified to perform the essential functions of the position of teacher/caregiver, must have at least a high school Certificate of Completion and at least six months experience as a teacher/caregiver in a licensed or approved child care facility. If a teacher/caregiver does not meet the experience requirements, the teacher/caregiver must be directly supervised for six months by a staff person with at least one-year experience as a teacher/caregiver in a licensed or approved child care facility. Within six months of being employed, a teacher/caregiver must have six clock hours of training in child growth and development and early childhood education or shall continue to be under the direct supervision of a teacher/caregiver who has at least one year of experience as a teacher/caregiver in a licensed or approved child care facility.

(iii) A teacher/caregiver who has two years experience as a teacher/caregiver in a licensed or approved facility and was employed as of July 1, 1994, in a licensed or approved child care center in South Carolina is exempt from the high school diploma, General Education Development (GED), and Certificate of Completion requirements of (ii) above; and

(iv) A teacher/caregiver with an undergraduate degree from a state approved college or university in early childhood, child development, or a related field may begin working with the children immediately without additional supervision.

(b) Exception: A teacher/caregiver may be 16 or 17 years of age if he/she is continuously supervised by a qualified teacher/caregiver who is in the room at all times.

(c) Exception: Staff persons who were employed prior to the effective date of these revised regulations are not required to meet the staff qualifications specified in this chapter if the staff qualifications required in the prior regulations are met. If a teacher/caregiver has had more than a twelve-month break in service, the new guidelines shall be met for re-employment as a teacher/caregiver.

(5) Professional development

(a) The director(s) shall provide orientation for all new staff, volunteer(s), and emergency person(s) prior to their employment, volunteering, and student/teacher training. This orientation shall include the following:

- (i) Specific job duties and responsibilities;
- (ii) The requirements of this chapter related to their job; and
- (iii) The policies and procedures of the center that affect the health and safety of children.

(b) The director shall participate in at least twenty clock hours of training annually. At least five clock hours shall be related to program administration and at least five clock hours shall be in child growth and development, early childhood education and/or health and safety excluding first aid and CPR training. The remaining hours shall come from the following areas: Curriculum Activities, Nutrition, Guidance, or Professional Development and must include blood-borne pathogens training as required by OSHA.

(c) All staff, with the exception of emergency person(s) and volunteer(s), providing direct care to the children shall participate in at least fifteen clock hours annually. At least five clock hours shall be in child growth and development and at least five clock hours shall be in curriculum activities for children excluding first aid and CPR training. The remaining hours shall come from the following areas: Guidance, Health, Safety, Nutrition, or Professional Development and must include blood-borne pathogens training as required by OSHA.

(d) When children with special needs are enrolled, the director and staff members shall receive orientation and/or training in understanding the child's special needs and ways of working in group settings when children with special needs are enrolled.

(e) All staff shall receive information regarding the developmental abilities of the age group(s) with whom the teacher/caregiver will be working.

(f) Records of training received shall be kept on the premises and include the name of the person trained, the person or persons conducting the training, date, number of hours, location, and the competency area of the training.

(g) At least one person who is certified in pediatric first aid, including rescue breathing, CPR, and management of a blocked airway shall be present in the center at all times when children are in care, and during group outings or field trips. Training shall be provided by an individual who is certified as a trainer by a recognized health care organization.

114-504 SUPERVISION

A. Children shall be directly supervised at all times by qualified staff persons:

(1) Directly supervised for infants and toddlers means staff persons shall be in the same room or area as the children and that the children shall be within their sight at all times;

(2) Directly supervised for preschool and school-age children means staff persons are physically near, readily accessible, aware and responsible for the ongoing activity of each child and able to intervene when needed;

(3) The center shall have a written procedure to account for the presence of each child as the child enters and exits the premise, enters and exits a vehicle or moves to a new location in or around the center;

(4) There shall be at least two staff persons in the center at all times; and

(5) Children in feeding chairs shall be constantly supervised.

B. Ratios

(1) The following staffing ratios apply at all times children are present on the premises and during activities away from the center and shall be prominently posted in all classrooms.

STAFF:CHILD RATIOS

Child's Age	Staff:Child Ratio		
	Two years after	Three years after	Four years after
Birth to one year	1:5	1:5	1:5
One to two years	1:6	1:6	1:6
Two to three years	1:9	1:8	1:7
Three to four years	1:13	1:12	1:11
Four to five years	1:18	1:17	1:16
Five to six years	1:21	1:20	1:19
Six to twelve years	1:23	1:23	1:23

(2) When there are mixed age groups in the same room, the staff:child ratio shall be consistent with the age of the majority of the children when no infants or toddlers are in the mixed age group. When infants or toddlers are in the mixed age group, the staff:child ratio for infants and toddlers shall be maintained.

(3) For mixed age groups, with one or more infants or toddlers, the ratios applicable to the youngest child in the group apply.

C. Nap time staff:child ratios

(1) During nap times the following ratios apply as long as at least one other staff person is readily available:

NAP TIME STAFF:CHILD RATIOS

Child's Age	Staff:Child Ratio		
	Two years after	Three years after	Four years after
Birth to one year	1:5	1:5	1:5
One to two years	1:6	1:6	1:6
Two to three years	1:18	1:16	1:14
Three to four years	1:26	1:24	1:22
Four years and older	1:36	1:34	1:32

D. Water safety staffing

(1) The following staffing ratios apply at all times while children are swimming or wading. The staffing ratios shall also apply at all times while children are near a water body that poses a potential risk based upon the age of the child.

WATER SAFETY STAFF:CHILD RATIOS

Child's Age	Staff:Child Ratio
Birth to two years	1:1
Two to three years	1:2
Three to four years	1:3
Four to five years	1:6
Five years and older	2:25

(2) All swimming activities shall be supervised by a person with current lifeguard training certification. If this is a staff person who has current lifeguard training certification, they may be included in the staff:child ratio. In instances in which all staff members can, without the ability to swim, quickly reach any child, a certified lifeguard is unnecessary.

114-505 HEALTH, SANITATION AND SAFETY

A. Child health

(1) There shall be a statement from a parent/guardian attesting to the health status of the child within 30 days prior to admission and utilizing the appropriate DSS Form.

(2) Children shall be excluded from child care when they exhibit the conditions listed in the South Carolina Department of Health and Environmental Control Exclusion Policy, State Law 1976, Code Section 44-1-110, 44-1-140, and 44-29-10.

(3) During hours of operation there shall be no smoking or consumption of alcoholic beverages in the areas used by children or in the food preparation or storage areas. Smoking shall be permitted only in designated areas, a safe distance from the center. Consumption of alcoholic beverages or use of other non-prescription narcotic or illegal substances is prohibited on the center premises. People who appear to be under the influence of alcohol or other drugs shall not be in the center when children are present.

B. Sanitation

(1) Staff shall ensure that children's faces and hands are clean.

(2) Furniture, toys, and equipment that come into contact with children's mouths shall be washed, rinsed, and sanitized daily and more often if necessary.

(3) Furniture, toys and equipment soiled by secretion or excretion shall be sanitized before reuse.

(4) Linens and blankets as well as cribs, cots, and mats shall be cleaned at least weekly.

(5) If playpens are used, they shall have waterproof, washable, comfortable pads.

(6) If children brush their teeth at the center, each child shall have a separate, labeled toothbrush, stored with bristles exposed to circulating air, and not in contact with another toothbrush.

C. Emergency medical plan

- (1) The center shall have an emergency medical plan to address the following:
 - (a) Medical conditions under which emergency care and treatment is warranted;
 - (b) Steps to be followed in a medical emergency;
 - (c) The hospital or source of health care to be used;
 - (d) The method of transportation to be used; and
 - (e) An emergency staffing plan.
- (2) Emergency information for the child shall be taken with the child to the hospital or emergency location.
- (3) A staff person shall remain with the child at the hospital or emergency location until the parent arrives.

D. Medications or medical procedures

- (1) Written, signed and dated parental consent is required prior to the administration of any prescription or over the counter medication or administration of special medical procedures:
 - (a) All medications shall be used only for the child for whom the medication is labeled;
 - (b) Medications shall not be given in excess of the recommended dose; and
 - (c) Prescribed special medical procedures ordered for a specific child shall be written, signed, and dated by a physician or other legally authorized healthcare provider.
- (2) Storage of medications:
 - (a) All medications shall be kept in their original labeled containers and have child protective caps. The child's first and last name shall be on all medications;
 - (b) All medications shall be stored in a separate locked container under proper conditions of sanitation, temperature, light, and moisture; and
 - (c) Discontinued and expired medications shall not be used and shall be returned to the parent or disposed of in a safe manner.
- (3) Medication log:
 - (a) For each medication that is administered by a staff person, a log shall be kept including the child's name, the name of the medication, dosage, date, time and name of person administering the medication. This information shall be logged immediately following the administration of the medication and a copy provided to the child's parent(s)/guardian(s).
- (4) Medication errors:
 - (a) Medication errors, e.g. failure to administer a medication at the prescribed time, administering an incorrect dosage of medication or administering the wrong medication; shall be recorded in the child's record; and
 - (b) The parent shall be immediately notified and notified in writing of a medication error or a suspected adverse reaction to a medication.

E. First aid kit

- (1) A first aid kit shall be available for the treatment of minor cuts and abrasions and shall be stored in a location inaccessible to children.

F. Diapering

- (1) Each room in which children who wear diapers are cared for shall have its own diaper-changing area adjacent to the hand-washing sink.
- (2) Facilities caring for infants shall provide a diaper changing area located within clear view.

(3) Diaper changing procedures shall be consistent with those recommended by the Center for Disease Control and Prevention.

(4) Diapering surfaces shall be sanitizable.

(5) Diapering surfaces shall be clean, seamless, waterproof and sanitary.

(6) Diapering surfaces shall be cleaned and sanitized after each use by washing to remove visible soil followed by wiping with an approved sanitizing solution (e.g. 1 tablespoon of chlorine bleach per 1 quart of water) and/or disposable, non absorbent paper sheets approved for this purpose and shall be discarded immediately after each diapering.

(7) Blood contaminated materials and diapers shall be discarded in a plastic bag with a secure tie. Surfaces contaminated with blood or blood-containing body fluids shall be cleaned with a solution of chlorine bleach and water.

(8) Diapering shall occur only at a diapering changing area or in a bathroom.

(9) Diaper changing areas shall not be used for any purpose other than for diapering.

(10) Individual disposable wipes shall be used at each diaper change and shall be placed in a plastic-lined, covered container and disposed of properly, and kept out the reach of children.

(11) Each waste and diaper container shall be labeled and clean and free of build-up of soil and odor. Wastewater from such cleaning operations shall be disposed of as sewage.

(12) Soiled disposable diapers and disposable wipes shall be kept in a closed, labeled hands-free operated, plastic lined receptacle within reach of diaper changing area separate from other trash. Soiled non-disposable items shall be kept in a sealed plastic bag after feces shall be disposed of through the sewage.

(13) Disposable non-absorbent paper sheets shall be disposed of immediately after diapering is completed.

(14) Soiled disposable diapers shall be disposed outside the building daily. Soiled non-disposable diapers shall be kept in a sealed plastic bag and returned to the parent daily.

(15) Staff shall check diapers and clothing at a frequency that ensures prompt changing of diapers and clothing.

(16) No child shall be left unattended while being diapered.

G. Staff health

(1) The director shall maintain the following records in the center for herself/himself, staff, and emergency person(s):

(a) Medical statements required by the Department and completed by the staff person verifying that his/her health is satisfactory. Medical statements shall be updated as necessary;

(b) A health assessment from a health care provider assessing the ability of the staff person to work with children. The health assessment shall be completed within three months prior to employment or within the first month of employment and shall include health history, physical exam, vision and hearing screening, tuberculosis screening, and a review of immunization status. A new health assessment shall be obtained by the director and staff at least every four years after the initial assessment; and

(c) Written evidence from a physician or health resource attesting that each staff person is free from communicable tuberculosis at the time of employment and subsequently according to state statute.

(2) No person who is known to be afflicted with any disease in a communicable form, or who is a known carrier of such a disease, or who is afflicted with boils, infected wounds, or sores

or acute respiratory infection, shall work in any capacity in a child care center in which there is likelihood of such person transmitting disease or infection to other individuals.

(3) Any staff member, including the director, emergency person(s) and volunteer(s) who, upon examination or as a result of tests, shows a condition that could be detrimental to the children or staff, or which would prevent satisfactory performance of duties, shall not continue work at the child care center until the healthcare provider indicates that the condition no longer presents a threat to children or staff.

(4) Staff persons shall wash their hands with soap and warm running water upon arrival at the center, before preparing or serving food, before assisting a child with eating, after assisting a child with toileting or diapering, before and after toileting, after administering medication, after cleaning, after assisting with wiping noses, after contact with body fluids, after contact with animals and after using cleaning materials. Hands shall be washed even if gloves are worn to perform these tasks.

(5) Staff shall be excluded when they exhibit the conditions listed in the SC Department of Health and Environmental Control Exclusion Policy, pursuant to Section 44-1-110, 44-1-140, and 44-29-10 of the South Carolina Code Ann (2002).

H. Fire safety and emergency preparedness

(1) Private and public child care centers shall comply with the regulations and codes of the State Fire Marshal.

(2) In the event of a natural disaster or unscheduled closing of a child care center, the capacity may be exceeded temporarily to accommodate the displaced children. The director shall notify the Department of the situation and maintain appropriate staff:child ratios at all times. Required records shall be kept on file for the new enrollees.

(3) The facility shall have an up to date written plan for evacuating in case of fire, a natural disaster, or other threatening situation that may pose a health or safety hazard. The facility shall also include procedures for staff training in this emergency plan.

I. Transportation

(1) If the center provides or arranges for transportation through contract, the following transportation requirements apply:

(a) The staffing ratios specified in 114-504.B.(1) through (3) apply. The driver of the vehicle shall not be counted in the ratios for infants or toddlers.

(b) Each child shall be secured in an individual, age-appropriate safety restraint at all times the vehicle is in motion.

(c) Safety restraints shall be used in accordance with the manufacturer's instructions.

(d) A child shall not be left unattended in a vehicle.

(e) Transportation placement of children in the vehicle shall be in accordance with all applicable state and federal laws.

(f) The driver shall have a valid regular or commercial driver's license and shall be in compliance with Section 20-7-2725 (A) (4) of the Code of Laws of 1976.

(g) There shall be a first aid kit and emergency information on each child in the vehicle.

(h) Use of tobacco products is prohibited in the vehicle.

(i) Written consent from the parent is required prior to transportation.

(j) When the facility provides transportation to and from the child's home, the facility staff shall be responsible for picking the child up and returning the child to a designated location.

(k) The director and/or staff of the center shall provide the driver of the vehicle with a record that lists the name, address, and telephone number of the center, as well as names of children being transported.

(2) The following requirements apply for safe pick-up and drop-off:

(a) The center shall have safe crossways and pick-up and drop-off locations and communicate these locations to the parents.

(b) Children shall be directly supervised during boarding and exiting vehicles.

(c) The director and/or staff shall have on file, in the facility, written permission from parent(s)/guardian(s) for transporting children to and from the home, school, or other designated places, including center-planned field trips and activities.

(d) Written transportation plans for routine travel shall be on file. Plans shall include a checklist to account for the loading and unloading of children at every location.

114-506 PROGRAM

A. Program of activities

(1) There shall be a written, planned, daily program of activities for all children.

(2) Activities shall be developmentally appropriate.

(3) Staff shall plan and provide daily age-appropriate activities in accordance with the child's developmental level, such as stories, music, art, cooking, living skills, puzzles, blocks, etc.

(4) Children shall be provided daily indoor opportunities for freedom of movement.

(5) Quiet areas with supervision shall be made available to children desiring to be alone or to work on homework.

(6) Staff persons shall provide the opportunity for the children to ask questions and engage in conversations with others. Staff shall have frequent positive verbal communications with the children.

(7) Age appropriate radio and television, VCR tapes, DVDs and other media shall be previewed by the director and staff and used only as a supplement and enhancement to the daily program. No child shall be required to view these media programs.

(8) All children shall be given the opportunity for outdoor play, weather permitting.

(9) Napping expectations and time periods shall be developmentally appropriate and meet the needs of the individual child.

B. Discipline and behavior management

(1) The facility's discipline policy shall outline methods of guidance appropriate to the ages of the children. Positive, non-violent, non-abusive methods for managing behavior shall be implemented.

(2) All teacher/caregivers shall sign a facility agreement to implement the discipline and behavior management policy, with a statement that specifies no corporal punishment shall be used except when authorized in writing by the parent(s)/guardian(s); corporal punishment shall not exceed guidelines established in Section 20-7-490(c)(1)(a) through (e) of the Code of Laws of South Carolina, 1976 amended.

(3) Emotional abuse is also prohibited, including but not limited to: profane, harsh, demeaning or humiliating language in the presence of children. Threatening, humiliating, ignoring, corrupting, terrorizing, or rejecting a child is prohibited.

- (4) Withholding, forcing, or threatening to withhold or force food, sleep or toileting is prohibited.
- (5) Unsupervised isolation of a child shall not be allowed. The child shall be within sight of staff if isolation from the group is used.
- (6) The use of children to discipline other children is prohibited.
- (7) Children shall not be restrained through drugs or mechanical restraints.
- (8) Each child care center has the option to prohibit corporal punishment.

114-507 PHYSICAL SITE

A. Indoor space and conditions

(1) The director shall provide at least thirty-five (35) square feet of indoor play space per child, measured by Department staff from wall to wall. Department staff shall determine the total number of children to be cared for in each room by measuring and computing the rooms separately. Bathrooms, reception areas, isolation rooms, halls and space occupied by cupboards, shelves, furniture and equipment which are accessible to children for their use shall be allowable space. Kitchens, storage rooms, and storage cabinets used solely for or by staff shall be excluded. Halls, although included in total indoor space, shall not be used for activities or storage of furniture and equipment.

(2) Ventilation

(a) Child care areas, dining areas, kitchens, and bathrooms shall be ventilated by mechanical ventilation, such as fans or air conditioning, or at least one operable window.

(b) If freestanding fans are used, fans shall have a stable base, be equipped with protective guards and be placed in a safe location.

(c) Windows, including windows in doors, when utilized for ventilation purposes shall be securely screened to prevent the entrance of insects.

(d) Windows accessible to children under 5 years of age that are above ground level of the building shall be adjusted to limit the opening to less than 6 inches or protected with guards that do not block outdoor light.

(3) Safety glass shall be used on clear glass windows and doors that are within thirty-two inches above floor level and that are accessible to children. Decals shall be applied to all glass or sliding patio doors and placed at eye level of the children being cared for at the facility.

(4) Lighting

(a) Rooms, hallways, interior stairs, outside steps, outside doorways, porches, ramps, and fire escapes shall be lighted.

(b) At least twenty foot candles of light shall be required on all work surfaces in food preparation, equipment washing, utensil washing, hand-washing areas, and toilet rooms.

(c) Adequate, safe lighting for individual activities, for corridors, and for bathrooms shall be provided.

(5) Environmental hazards

(a) Safety barriers shall be placed around all heating and cooling sources, such as hot water pipes, fixed space heaters, wood- and coal-burning stoves, hot water heaters, and radiators, that are accessible to children to prevent accidents or injuries upon contact by the child.

(b) Knives, lighters, matches, projectile toys, tobacco products, microwave ovens, and other items that could be hazardous to children shall not be accessible to children.

(c) To prevent lead poisoning in children, child care centers shall meet applicable lead base paint requirements, as established by the South Carolina Department of Health and Environmental Control (DHEC), pursuant to South Carolina Code annotated Section 44-53-1310, et seq., and Regulation Number (61-85).

(d) Floors, walls, ceilings, windows, doors and other surfaces shall be free from hazards such as peeling paint, broken or loose parts, loose or torn flooring or carpeting, pinch and crush points, sharp edges, splinters, exposed bolts and openings that could cause head or limb entrapment.

(e) The use of sinks, equipment, and utensil-washing sinks, or food preparation sinks for the cleaning of garbage and refuse containers, mops or similar wet floor cleaning tools, and for the disposal of mop water or similar liquid waters is prohibited.

(f) Children shall not be present in the area during construction or remodeling and not in the immediate area during cleaning or in such a manner as not to create a condition that might result in an accident or cause harm to the health and safety of the children.

(g) The following items shall be secured or inaccessible to children for whom they are not age appropriate:

(i) Items that may cause strangulation such as blind cords, plastic bags, necklaces, and drawstrings on clothing and string;

(ii) Items that may cause suffocation such as sand, beanbag chairs, pillows, soft bedding, and stuffed animals; and

(iii) Items that may cause choking such as materials smaller than 1 ¼ inch in diameter, items with removable parts smaller than 1 ¼ inch in diameter, Styrofoam objects and latex balloons.

(6) Water Supply

(a) The water supply shall meet applicable requirements for water quality and testing in accordance with DHEC.

(b) The center shall have hot and cold water under pressure. (Forty PSI recommended) If an individual private well water supply is used, the director shall obtain approval pursuant to DHEC to ensure safe location, construction, and proper maintenance and operation of the system.

(c) Hot water shall be between 100 to 120 degrees Fahrenheit.

(d) Safe drinking water shall be available to children at all times and there shall be no use of common drinking cups.

(e) If a water fountain is available, it shall be of an angle-jet design, maintained in good repair and kept sanitary. There shall be no possibility of mouth or nose submersion.

(f) Ice used for any purpose shall be made from water from an approved source. The ice shall be handled and stored in a sanitary manner.

(7) Temperature

(a) Temperature shall be maintained between 68 and 80 degrees Fahrenheit as appropriate to the season while children are present in the center.

(b) When outdoor temperature exceeds 90 degrees Fahrenheit, caution shall be used when children are involved in outdoor physical activities.

(8) Sanitation

(a) Clean and sanitary conditions shall be maintained indoors and outdoors, including indoor and outdoor recreational equipment and furnishings.

(b) Measures to control insects, rodents, and other vermin shall be taken to prevent harborage, breeding, and infestation of the premises.

(c) All solid wastes shall be disposed of at sufficient frequencies and in such a manner not to create a rodent, insect, or vermin problem.

(d) Trash in diapering areas shall be kept in closed, hands-free operated, plastic lined receptacles in good repair.

(e) Trash in kitchen areas shall be kept in closed, plastic lined receptacles.

(f) Trash in children's restrooms, classrooms, and eating areas shall be kept in plastic lined receptacles.

(g) Trash receptacles outside the building, shall be watertight with firm fitting lids that prevent the penetration of insects and rodents.

(h) Trash disposal and sewage system construction and usage shall be in accordance with local standards and ordinances.

(i) The use of child care room, bathroom, or kitchen sinks for cleaning of trash receptacles or cleaning equipment is prohibited.

(9) Doors

(a) Protective gates shall be of the type that do not block emergency entrances and exits and that prevent finger pinching and head or limb entrapment.

(10) Landings, stairs, handrails, and railings

(a) Children shall not have access to a door that swings open to a descending stairwell or outside steps, unless there is a landing that is at least as wide as the doorway at the top of the stairs.

(b) Each ramp and each interior stairway and outside steps exceeding two steps shall be equipped with a secure handrail at the height appropriate for the sizes of the children at the center.

(c) Stairs shall have a nonskid surface.

(d) Each porch and deck that has over an 18-inch drop shall have a well-secured railing.

(e) Interior stairs that are not enclosed shall have a barrier to prevent falls.

(11) Electrical sources

(a) The center shall be connected with an electrical source.

(b) Electrical outlets and fixtures shall be connected to the electrical source in a manner that meets local electrical codes, as certified by an electrical code inspector. – NFPA 70 and 99 Compliance.

(c) Electrical outlets shall be securely covered with childproof covers or safety plugs when not in use in all areas accessible to children.

(d) No electrical device accessible to children shall be located so that it could be plugged into the outlet while in contact with a water source, such as sinks, tubs, shower areas, or swimming/wading pools, unless ground fault devices are utilized.

(12) Bathrooms

(a) There shall be at least one flush toilet for every 20 children over two years of age. Staff shall be included when determining availability of toilets if there are no staff rest rooms.

(b) If seat adapters are used for toilet training, they shall be cleaned and sanitized after each use.

(c) Toilet training equipment shall be provided to children who are being toilet trained.

(d) There shall be at least one sink with hot and cold running water under pressure for every 20 children over two years of age. Sinks shall be located in or near each toilet area.

(e) Toilets and sinks shall be at heights accessible to the children using them or shall be equipped with safe and sturdy platforms or steps.

(f) Privacy shall be provided for toilets used by preschool and school age children.

(g) Floor and wall surfaces in the toilet area shall have smooth, washable surfaces.

Carpeting is not permitted in the toilet area.

(h) Toilets, toilet seat adapters, sinks and restrooms shall be cleaned at least daily and shall be in good repair.

(i) Liquid or granular soap and disposable towels shall be provided at each sink.

(j) Children shall not be left unattended in a bathtub or shower.

(k) Easily cleanable receptacles shall be provided for waste material. Toilet rooms used by women shall be provided with at least one covered waste receptacle.

(l) Bathroom facilities shall be completely enclosed.

B. Outdoor space

(1) The director shall provide at least seventy-five (75) square feet of outdoor play space per child. Where outdoor space is insufficient at the center, the director and/or staff may take the children outdoors in shifts or utilize parks or other outdoor play areas which meet safety requirements and which are easily accessible.

(2) The outdoor space shall be free from hazards and litter.

(3) Outdoor walkways shall be free from debris, leaves, ice, snow, and obstruction.

(4) Children shall be restricted from unsafe areas and conditions such as traffic, parking areas, ditches, and steep slopes by a fence or natural barrier that is at least four feet high.

C. Furniture, toys, and recreational equipment shall:

(1) Be clean and free from hazards such as broken or loose parts, rust or peeling paint, pinch or crush points, unstable bases, sharp edges, exposed bolts, and openings that could cause head or limb entrapment;

(2) Meet the standards of the US Consumer Products Safety Commission (CPSC), if applicable. Recalled products listed by the CPSC shall not be accessible to children;

(3) Be developmentally and size appropriate, accommodating the maximum number of children involved in an activity at any one time;

(4) The sides of playpens shall remain latched as long as a child is using the playpen. If playpens are used they shall have waterproof, washable, comfortable pads;

(5) All arts and crafts and play materials shall be nontoxic;

(6) Outdoor recreational equipment shall be made of durable, non-rusting, non-poisonous materials, and shall be sturdy;

(7) Stationary outdoor equipment shall be firmly anchored and shall not be placed on a concrete or asphalt surface. Cushioning material such as mats, wood chips or sand shall be used under climbers, slides, swings, and large pieces of equipment;

(8) Swings shall be located to minimize accidents and shall have soft and flexible seats;

(9) Cushioning material shall extend at least six (6) feet beyond the equipment and swings;

(10) Slides shall have secure guards along both sides of the ladder and placed in a shaded area;

(11) Outdoor metal equipment shall be located in shaded areas or otherwise protected from the sun;

(12) Outdoor equipment shall be arranged so that children can be seen at all times;

- (13) The height of play equipment shall be developmentally and size appropriate;
- (14) Sand in a sand box shall be securely covered when not in use and, if outdoors, constructed to provide for drainage;
- (15) Indoor recreational equipment and furnishings shall be cleaned and disinfected when they are soiled or at least once weekly and shall be of safe construction and free of sharp edges and loose or rusty points. Indoor recreational equipment and furnishings shall be clean and shall be of safe construction and free of sharp edges and loose or rusty points; and
- (16) A properly fitting bicycle helmet that is approved by American National Standards Institute, Snell Memorial Foundation, or American Society for Testing and Materials, shall be worn by each child when riding a bicycle, skateboard, roller blades, or skates. Helmets are optional for use with tricycles.

D. Rest equipment

- (1) Cribs shall meet the requirements of the US Consumer Products Safety Commission (CPSC).
- (2) Individual, clean, developmentally appropriate cribs, cots, or mats shall be provided for each infant, toddler and preschool child, labeled with the child's name and used only by that child.
- (3) Cribs, cots, and mats shall be made of easily cleanable material.
- (4) Placement of sleeping and napping equipment shall allow ready access to each child by staff.
- (5) Individual, clean, appropriate coverings shall be provided.
- (6) Cots and mats shall be stored so that the surface on which a child lies does not touch the floor.

E. Environmental hazards

- (1) Poisons or harmful agents
 - (a) Poisons or harmful agents shall be kept locked, stored in the original containers, labeled and inaccessible to children.
 - (b) Poisons or harmful agents shall be purchased in childproof containers, if available.
 - (c) Play materials, including arts and crafts, shall be non-poisonous.
 - (d) Poisonous plants are not permitted.
 - (e) Pesticides shall be of a type applied by a licensed exterminator in a manner approved by the United States Environmental Protection Agency. Pesticides shall be used in strict compliance with label instructions and should not be used while children are present. Pesticide containers shall be prominently and distinctly marked or labeled for easy identification of contents and stored in a secure site accessible only to authorized staff.
- (2) Water hazards
 - (a) Swimming pools located at the center or used by the center shall conform to the regulations of DHEC for construction, use, and maintenance.
 - (b) Swimming pools, stationary wading pools and other water sources such as ditches, streams, ponds, and lakes shall be made inaccessible to children by a secure fence that is at least 4 feet high; exits and entrances shall have self-closing, positive latching gates with locking devices.
 - (c) Children shall not be permitted in hot tubs, spas, or saunas.

(d) Children shall not be permitted to play in areas where there are swimming pools or other water sources without constant supervision.

(3) Firearms, weapons, and ammunition are not permitted in the center or on the premises without the express permission of the authorities in charge of the premises or property. This does not apply to a guard, law enforcement officer, or member of the armed forces, or student of military science.

(4) Animals: The following requirements apply in regard to animals:

(a) Healthy animals which present no apparent threat to the health and safety of the children shall be permitted, provided they are cleaned, properly housed, fed and cared for and have had required vaccinations, as appropriate. Live animals shall be excluded from areas where food for human consumption is stored, prepared or served.

(b) Animals shall not be permitted if a child in the room or area is allergic to the specific type of animal.

(c) Animal litter and waste shall not be accessible to children.

(d) Reptiles and rodents shall not be accessible to children without adult supervision.

114-508 MEAL REQUIREMENTS; FOOD PREPARATION AND SERVING; STORAGE AND PROTECTION OF FOOD SUPPLIES, UTENSILS AND EQUIPMENT

A. Meal requirements

(1) If food is provided by the facility, the following requirements shall be met:

(a) Daily menus shall be dated and posted in a conspicuous location in public view.

(b) Meals and snacks provided shall be in compliance with the USDA Child Care Food Program Guidelines. Centers that do not provide overnight care shall serve at least one meal and at least one snack that meet USDA Child Care Food Program Guidelines. Centers providing care between the hours of 6:00 p.m. and midnight shall additionally meet USDA Child Care Food Program Guidelines in serving dinner and at least one additional snack. Meal components and serving sizes shall be in accordance with these guidelines.

(c) Only Grade A pasteurized fluid milk and fluid milk products may be given to any child less than 24 months old, except with a written permission from the child's health provider.

(d) Whole milk may not be served to children less than 12 months of age, except with a written permission from the child's health provider.

(e) Reconstituted milk shall not be served to any child, regardless of age.

(2) Food served shall be suited to the child's age and appetite. Second portions shall be available.

(3) Round, firm foods shall not be offered to children younger than four years old. Examples of such foods include: hot dogs, grapes, hard candy, nuts, peanuts, and popcorn. Hot dogs may be served if cut lengthwise and quartered; grapes may be served if cut in halves.

(4) All food in child care centers shall be from a source approved by the health authority and shall be clean, wholesome, unspoiled, free from contamination, properly labeled, and safe for human consumption.

(5) The use of food in hermetically sealed containers that was not prepared in an approved food-processing establishment is prohibited.

(6) The use of home-canned foods is not allowed.

(7) The following requirements shall be met when it is necessary to provide meals through a catering service:

(a) Catered meals shall be obtained from a food service establishment approved by the DHEC.

(b) If adequate cleaning and sanitizing equipment is not available, only disposable eating and drinking utensils shall be used to serve catered meals or food; and

(c) The procedures and equipment used to transport catered meals shall be approved by the DHEC.

(8) Meals and snacks may be provided by the center or the parent. The center shall have a small supply of nutritional food and beverages available in the event a parent neglects to bring the child's food on an unanticipated basis.

(9) Dietary alternatives shall be available for a child who has special health needs or religious beliefs.

(10) Written permission/instructions for dietary modifications signed by the child's health care provider or parent or legal guardian are required.

B. Food preparation

(1) Adequate hand-washing facilities, separate from food preparation sinks, equipped with hot and cold water under pressure supplied through a mixing faucet, shall be provided in the food preparation area. Hot water shall be at least 125 degrees Fahrenheit. (Facilities shall not be required to install an additional hand-washing sink in the food preparation area if, in the opinion of the health authority, the existing hand-washing facilities are adequate.)

(2) Sanitary soap and towels shall be provided.

(3) Utensils, such as forks, knives, tongs, spoons, and scoops shall be provided and used to minimize handling of food in all food preparation areas.

(4) Staff shall thoroughly wash their hands and exposed areas of arms with soap and warm water in an approved hand-washing sink before starting work, during work as often as is necessary to keep them clean, e.g., after smoking, eating, drinking, or using the toilet. Staff shall keep their fingernails clean and trimmed.

(5) The outer clothing of all staff shall be clean. The director shall ensure proper hair restraints are worn to protect from falling hair.

(6) Staff shall neither use tobacco in any form while preparing or serving food, nor while in areas used for equipment or utensil washing or for food preparation. Staff shall use tobacco only in approved, designated areas.

(7) Potentially hazardous foods requiring cooking shall be cooked to heat all parts of the food to an internal temperature of at least 140 degrees Fahrenheit, with the following exceptions:

(a) Hamburger shall be cooked to at least 155 degrees Fahrenheit.

(b) Poultry, poultry stuffing, stuffed meats, and stuffing-containing meat shall be cooked to heat all parts of the food to at least 165 degrees Fahrenheit with no interruption of the cooking process.

(c) Pork and any food containing pork shall be cooked to heat all parts of the food to at least 150 degrees Fahrenheit.

(d) Rare roast beef and rare beefsteak shall be cooked to surface temperature of at least 130 degrees Fahrenheit.

(8) Potentially hazardous food such as meats, cooked rice, and cream-filled pastries shall be prepared (preferably from chilled products) with a minimum of manual contact and on surfaces with utensils that are clean and sanitized prior to use.

(9) Metal, stem-type, numerically-scaled indicating thermometers, accurate to plus or minus three degrees Fahrenheit, shall be provided and used to ensure that proper internal cooking, holding, or refrigeration temperatures of all potentially hazardous foods are maintained.

(10) Potentially hazardous foods shall be thawed as follows:

(a) In refrigerated units at a temperature not to exceed 45 degrees Fahrenheit;

(b) Under potable running water from the cold water supply with sufficient water velocity to remove loose food particles;

(c) In a microwave oven only when food will be immediately transferred to conventional cooking equipment as part of a continuous cooking process or when the entire, uninterrupted cooking process takes place in the microwave oven; or

(d) As part of the conventional cooking process.

(11) All raw fruits and vegetables shall be washed thoroughly before being cooked, served, or placed in refrigerators.

C. Food service

(1) No child shall be deprived of a meal or snack if he/she is in attendance at the time the meal or snack is served.

(2) Easily breakable dinnerware shall not be used.

(3) Children shall not be forced to eat.

(4) Food shall not be used as a punishment.

(5) Children shall not be allowed in the kitchen except during supervised activities.

(6) Portions of food once served shall not be served again.

(7) Single-service articles shall be stored in closed cartons or containers to protect them from contamination.

(8) Use of "common drinking cups" is prohibited.

(9) Disposable cups, if used, shall be handled and stored properly to prevent contamination.

(10) Reuse of single service articles is prohibited.

(11) If potentially hazardous foods that have been cooked and then refrigerated are to be served hot, they shall be reheated rapidly to 165 degrees Fahrenheit or higher throughout before being served or before being placed in a hot food-storage facility. Steam tables, double boilers, warmers, and similar hot food holding facilities are prohibited from use for the rapid reheating of potentially hazardous foods.

D. Storage

(1) All food shall be properly labeled and stored, and shall be protected against contamination.

(2) The director shall provide refrigeration units and insulated facilities, as needed, to ensure that all potentially hazardous foods are maintained at 45 degrees Fahrenheit or below or 130 degrees Fahrenheit or above, except during necessary periods of preparation.

(3) Thermometers shall be accurate to plus or minus 3 degrees and conspicuously placed in the warmest area of all cooling and warming units to ensure proper temperatures.

(4) Containers of food, food preparation equipment and single service articles shall be stored at least 6" above the floor, on clean surfaces, and in such a manner to be protected from splash and other contamination.

(5) Food not subject to further washing or cooking before serving shall be stored in such a manner to be protected against contamination from food requiring washing or cooking.

(6) The storage of food or food equipment, utensils, or single-service articles in toilet rooms and under exposed sewer lines is prohibited.

(7) Custards, cream fillings, or similar products which are prepared by hot or cold processes shall be kept at safe temperatures except during necessary periods of preparation and service.

(8) All cleaning supplies, detergents, and other potentially poisonous items shall be stored away from food items and shall be inaccessible to children.

E. Cleaning, storage, and handling of utensils and equipment

(1) Tableware shall be washed, rinsed, and sanitized after each use.

(2) All kitchenware and food-contact surfaces of equipment shall be washed, rinsed, and sanitized.

(3) The cooking surfaces of cooking devices shall be cleaned as often as necessary and shall be free of encrusted grease deposits and other soil.

(4) Non-food contact surfaces of all equipment, including tables, counters, and shelves, shall be cleaned at such frequency as is necessary to be free of accumulation of dust, dirt, food particles, and other debris.

(5) After sanitation, all equipment and utensils shall be air-dried.

(6) Prior to washing, all equipment and utensils shall be rinsed or scraped, and when necessary, presoaked to remove gross food particles and soil.

(7) When manual dishwashing is employed, equipment and utensils shall be thoroughly washed in a detergent solution that is kept reasonably clean, be rinsed thoroughly of such solution, sanitized by one of the following methods:

(a) Complete immersion for at least 30 seconds in a clean solution containing at least 50 parts per million of available chlorine as a hypochlorite and at a temperature of at least 75 degrees Fahrenheit;

(b) Complete immersion for at least 30 seconds in a clean solution containing at least 12.5 parts per million of available iodine and having a pH no higher than 5.0 and at a temperature of at least 75 degrees Fahrenheit;

(c) Complete immersion for at least 30 seconds in a clean solution containing at least 200 parts per million of quaternary ammonium at a temperature of at least 75 degrees Fahrenheit; or

(d) Complete immersion in hot water at a temperature of 170 degrees Fahrenheit in a three-compartment sink.

(8) Other chemical sanitizing agents may be used which have been demonstrated to the satisfaction of the health authority to be effective and non-toxic under use conditions, and for which suitable field tests are available. Such sanitizing agents, in use solution, shall provide the equivalent bactericidal effect for a solution containing at least 50 parts per million of available chlorine at a temperature not less than 75 degrees Fahrenheit.

(9) A test kit or other device that accurately measures the parts per million concentration of the solution shall be available and used.

(10) All dishwashing machines shall be approved by the South Carolina Department of Health and Environmental Control (DHEC) and shall meet applicable installation requirements.

(11) Food-contact surfaces of cleaned and sanitized equipment and utensils shall be handled in such a manner as to be protected from contamination.

(12) Cleaned and sanitized utensils shall be stored above the floor in a clean, dry location so that food-contact surfaces are protected from contamination.

(13) Clean spoons, knives, and forks shall be picked up and touched only by their handles. Clean cups, glasses, and bowls shall be handled so that fingers and thumbs do not contact inside surfaces or lip-contact surfaces.

(14) Dish tables or drain boards of adequate size to properly handle soiled utensils prior to washing and for cleaned utensils following rinsing and sanitizing shall be provided.

114-509 INFANT AND TODDLER CARE, CARE FOR MILDLY ILL CHILDREN, AND NIGHT CARE

A. Infant and toddler care

(1) Stimulation and nurturing

(a) Children shall not remain in their cribs or play equipment for other than sleeping and specific, short time-limited quiet play.

(b) Infants and toddlers shall be routinely held, talked to, rocked, caressed, carried, nurtured, read to, sung to and played with throughout the day.

(c) There shall be toys and materials that encourage and stimulate children through seeing, feeling, hearing, smelling and tasting.

(2) Programs for infants and toddlers

(a) Staff shall provide appropriate attention to the needs of children.

(b) The daily program for infants and toddlers shall include goals for children, which promote healthy child development and allow for individual choice and exploration.

(c) Information about the child's daily needs and activities shall be shared with parents.

(3) Feeding, eating and drinking

(a) Cups and bottles shall be labeled with the child's name and used only by that child.

(b) Infants shall be fed in accordance with the time schedule, specific food and beverage items and quantities as specified by the parent.

(c) Infants shall be held while being bottle fed until they are able to hold their own bottles. Bottles shall not be propped or given in cribs or on mats.

(d) Due to nutritional concerns, the microwaving of breast milk is prohibited. The microwaving of formula and other beverages is strongly discouraged due to the possibility of a burn injury to the child. However, if the facility plans to use this method of heating formula and other beverages, they must notify all parents in writing as part of the enrollment or orientation process.

(e) All warmed bottles shall be shaken well and the temperature tested before feeding to a child.

(f) Baby formula, juice, and food served in a bottle shall be prepared, ready to feed, identified, and packaged for single use for the appropriate user. Any excess formula, juice, or food shall be discarded after each feeding. Formula, juice and food requiring refrigeration shall be maintained at 45 degrees Fahrenheit or below.

(g) Infants and toddlers shall not sleep with bottles in their mouths.

(h) Toddlers shall be offered water routinely throughout the day.

(i) Breast milk and formula shall be dated and labeled with the child's name and refrigerated until ready to use.

(j) Food for infants shall be cut in pieces one-quarter inch or less.

(k) Food for toddlers shall be cut in pieces one-half inch or less.

(4) Feeding chairs

- (a) Feeding chairs shall have a stable base.
- (b) Feeding chairs shall have a T-shaped safety strap that prevents the child from slipping or climbing out of the chair. The safety strap shall be used at all times the child is in the chair.
- (c) Feeding chair trays shall be in good repair and made of an easily cleanable surface and shall not have chips or cracks.
- (d) Feeding chairs shall be used only for eating or a specific, short time-limited tabletop play activity.
- (e) Seat heights of feeding chairs shall be appropriate to the age and development of the child. Feeding chairs shall be in good repair and children shall be constantly supervised.
- (5) Sleeping
 - (a) Infants shall be placed on their backs to sleep unless the parent provides a note from a physician specifying otherwise.
 - (b) Crib mobiles shall not be permitted for infants or toddlers who can sit.
 - (c) Cribs shall be spaced so that there is at least three feet of space on two sides of the crib. Cribs shall not be placed next to each other so that one child may reach into the other child's crib.
 - (d) Two years from the effective date of these regulations, stacked cribs will no longer be permitted.
- (6) Equipment and materials
 - (a) The infant and toddler room shall have chairs for staff persons to sit while holding and feeding children.
 - (b) Indoor space shall be protected from general walkways where crawling children may be on the floor.
 - (c) Mobile walkers are not permitted.

B. Care for mildly ill children

- (1) Parent notification and instructions
 - (a) If a child becomes ill while in care, the center shall notify the parent or responsible party immediately.
 - (b) If a child may have been exposed to a serious communicable disease that is spread through casual contact, the center shall notify the parents of all potentially exposed children about the nature of the illness and the potential exposure to the illness, and recommend consultation with the child's physician.
 - (c) If a center chooses to provide care to a mildly ill child, the center shall receive instructions from the parent for any special care needs of the child.
- (2) Policies and procedures
 - (a) If a center chooses to provide care to a mildly ill child, the center shall have written policies and procedures specifying inclusion and exclusion from the group, communication with parents, recording of illness and care provided, specific types of illnesses and symptoms which prohibit care from being provided, special staff training required and emergency health procedures.
 - (b) Children shall be excluded when they exhibit the conditions listed in the South Carolina Department of Health and Environmental Control Exclusion Policy, State Law 1976, Code Section 44-1-110, 44-1-140, and 44-29-10.
 - (c) If a child is in a rest area due to illness, the child shall be directly supervised at all times.

(d) A hand-washing sink shall be in close proximity to the area designated for mildly ill children.

C. Night care

(1) Requirements for staffing ratios:

(a) Staff counted in the staffing ratios shall be awake, alert and attentive to the children at all times.

(b) The supervision and ratio requirements for sleeping hours are the same as specified for napping in 114-504.C.

(2) An unannounced emergency drill shall be held during sleeping hours at least every 60 days.

(3) Sleeping equipment

(a) Each child shall have a bed with a solid foundation, a fire retardant mattress, a pillow, and bedding appropriate for the temperature of the center.

(b) Cots and portable beds are not permitted.

(4) Bedtime

(a) Children shall be provided the opportunity to read or be read to before bedtime.

(b) There shall be books, games, and other quiet time activities for the child prior to bedtime.

(c) Special bedtime routines as specified by the parent shall be followed to the extent feasible.

(5) Bathing

(a) If children bathe at the center, there shall be one bathtub or shower with a slip resistant surface for every ten children.

(b) Each child shall have his or her own clean towel and washcloth.

(6) Night clothes

(a) The center shall make arrangements with the parent to provide clean, appropriate night clothes.

Fiscal Impact Statement:

The Department of Social Services estimates the costs incurred by the State and its political subdivisions in complying with the proposed regulation will be minimal. The cost to child care providers to comply with the proposed regulations is not able to be determined because that type of data is not currently kept at the agency. Although providers will incur some costs, it is hoped that those costs can be minimized and grants to assist providers in meeting the new requirements may be available.

Statement of Rationale:

The purpose of these regulations is to establish standards that protect the health, safety and well being of children receiving care in child care facilities, through the formulation, application and enforcement of these regulations. Child care licensing standards provide the foundation for ensuring safety and quality for children. In addition to ratio revisions, these proposed regulations improve readability and strengthen and clarify basic health and safety standards.

The improved readability and clarified basic health and safety standards will enable parents to be better-informed consumers of child care. Staff:child ratios and well-trained consistent caregivers are critical factors in child care. States with higher quality standards in their regulations report better outcomes for children. High staff:child ratios improve quality for all children, but are most important for infants and toddlers.

The proposed regulations set new staff:child ratios.

When programs lower the number of children each adult cares for:

- Providers have more time for each child;
- Children can be more closely supervised, reducing danger to health and safety; and
- Children can be cared for and nurtured in a manner more similar to a homelike environment.

Positive outcomes for children will include:

- Increased interaction among adults and children;
- Enhanced language, social, and intellectual development;
- Less aggression and more cooperation among children;
- More likely to be better prepared to learn and more successful in school
- Growing into productive citizens;
- Improving their academic performance;
- Increasing earning ability; and
- Decreasing potential for criminal activity.

The agency will implement the regulations with existing staff and resources, which have been maximized as a result of the transfer of the CCDF-financed ABC Child Care Program to DSS.

Quality early childhood experiences have an economic and social benefit to the State:

- SC employers have reported that employees who have safe, dependable, high quality environments for their children while they work, demonstrate increased productivity and decreased absenteeism.
- Children in high quality child care are more likely to be ready to learn and successful in school and grow into contributing members of society rather than members of the welfare or corrections systems.

The positive implications of quality early childhood education and child care for juvenile justice, schools, and the work force are emphasized by the National Conference of State Legislatures (NCSL) in *Early Childhood Care and Education: An Investment That Works* (1997).

Lawrence J. Schweinhart of the High/Scope Perry Educational Research Foundation states: "...a high-quality program for young children living in poverty, over their lifetimes, improves their educational performance, contributes to their economic development, helps prevent them from committing crimes, and provides a high return on taxpayer investment."

Changes in ratios are minimal and implementation will be over a 4-year period. Changes in ratios only result in decreasing the number of infants and 2-3 year olds per caregiver by one child 2 years after the regulations become effective. At the end of 4 years, infants and 1-2 year old ratios are unchanged, 2-3 year olds will have decreased by 3 children per caregiver, and 3-12 year olds decrease by 2 children per caregiver.

Experiences reported from other states have shown that higher staff:child ratios have not adversely affected the market.

- When Arizona changed ratios from 1:8 to 1:5 for infants and from 1:40 to 1:15 for 4 year olds, the number of centers increased from 777 to 1,081.

- Ohio experienced an increase of 35-50% in the number of slots when infant ratios changed from 1:8 to 1:5.

In Florida reduced ratios...“Did not have a marked negative impact on the child care marketplace nor did . . . [they] significantly affect consumer costs.”

Although providers may incur some costs, it is hoped that those costs can be minimized and that grants to assist providers in meeting the new requirements may continue to be available.

SC and GA currently allow more children per staff member for children 0-18 months than any of the other Southeastern states. SC’s proposed ratios will result in the following comparisons to other Southeastern states:

- For children 0-12 months old, SC will equal KY, MS, and NC but will still lag behind TN, AL, and FL
- For children ages 2–3 years old, SC will move to comparable ratios with TN and AL, leaders in the region.
- For 3-year-old children, SC will be behind TN and AL but ahead of KY, MS, GA, NC, and FL.
- For 4-year-old children, SC will be comparable to AL and MS.
- For 5-year-old children, SC will lag behind KY, TN, and AL but will be slightly better than GA and MS and ahead of NC and FL.
- No changes are proposed for SC ratios for children 6 years and up. SC ratios lag behind KY but are better than GA, NC, and FL for 6 year olds.

Ratios in Neighboring States					
Ages	South Carolina		Georgia	North Carolina	Tennessee
	Current	Proposed*			
6 weeks	1:6	1:5	1:6	1:5	1:4
9 months	1:6	1:5	1:6	1:5	1:4
18 months	1:6	1:6	1:8	1:6	1:6
27 months	1:10	1:7	1:10	1:10	1:7
3 years	1:13	1:11	1:15	1:15	1:9
4 years	1:18	1:16	1:18	1:20	1:15
5 years	1:21	1:19	1:20	1:25	1:20

*These proposed ratios would become effective in 2008.

BIBLIOGRAPHY

Highlights of South Carolina Child Care Survey. (2002, December 2). Human Services Policy Center (HSPC), University of Washington.

The effects of group size, ratios, and staff training in child care quality. (1993). Young Children, v48 (2), 65-67.

Who Cares? Recommendations for Improving Child Care in South Carolina. Healthy Child Care SC and SC Child Care Action Committees To Improve the Quality, Affordability, and Availability of Child Care in Our State.

Cost, Quality, and Outcomes Study Team (1995). Cost, Quality, and Child Outcomes: Child Care Centers. Public Report.

Eager to Learn: Educating Our Preschoolers (2000). National Academy Press.

Dickinson, Jim. (2002). Employers and child care involvement: A South Carolina & national perspective. Clemson, South Carolina: Clemson University, Institute on Family & Neighborhood Life.

America's Child Care Crisis: A Crime Prevention Tragedy (2000), by Fight Crime: Invest in Kids.

Benefits, Costs, and Explanation of the High/Scope Perry Preschool Program (Paper presented at the Meeting of the Society for Research in Child Development Tampa, Florida, April 2003.) by Lawrence J. Schweinhart of the High/Scope Educational Research Foundation.

Florida Child Care Quality Improvement Study Findings, Galinsky, Ellen; O'Donnell, Nina Sazer; Beyea, Brigit; Boose, John; 1998.

ADDITIONAL SELECTED RESEARCH

Biddle, B. J., & Berliner, D. C. (2002). What research says about small classes and their effects. Education Policy Reports Project, Arizona State University.

Lally, J.R., Griffin, A., Fenichel, E., Segal, M, Szanton, E., and Weissbourn, B. (1995) Caring for infants and toddlers in groups: Developmentally appropriate practice. Zero to Three: The National Center.

NICHD Early Child Care Research Network.(1996). Characteristics of Infant Child Care: Factors Contributing to Positive Caregiving. Early Childhood Research Quarterly; 11 (3), 269-306.

Peisner-Feinberg, Ellen. S.; Burchinal, Margaret R.; Clifford, Richard M.; Yazejian, Noreen; Culkin, Mary L.; Zelazo, Janice; Howes, Carollee; Byler, Patricia; Kagan, Sharon Lynn; Rustici, Jean. (1999). The Children of the Cost, Quality, and Outcomes Study Go to School. Technical Report.

Phillips, D. and Adams, G. (2001). Child care and our youngest children. In Caring for Infants and Toddlers. The Future of Children: Vol. 11, No.1.

Whitebook, Howes, & Phillips, 1989; Whitebook, M., Howes, C., & Phillips, D. (1989).

Research Report. Who Cares? Child Care Teachers and the Quality of Care in America. Young Children, 45 (1), 41-45.

Four Year Olds Participating in Department of Social Service Child Care Programs
Half-Time Participation (15-29 Hours per Week)
Fall 2005

COUNTY	Number 4 Year Olds	Gender		Ethnicity				Foster Care
		Female	Male	African- American	White	Hispanic	Other	
ABBEVILLE	2	0	2	2	0	0	0	0
AIKEN	13	5	8	11	2	0	0	1
ALLENDALE	0	0	0	0	0	0	0	0
ANDERSON	4	1	3	4	0	0	0	0
BAMBERG	4	3	1	2	2	0	0	0
BARNWELL	2	1	1	2	0	0	0	0
BEAUFORT	0	0	0	0	0	0	0	0
BERKELEY	3	3	0	2	1	0	0	0
CALHOUN	1	0	1	1	0	0	0	0
CHARLESTON	20	7	13	18	1	0	1	0
CHEROKEE	6	2	4	4	2	0	0	0
CHESTER	0	0	0	0	0	0	0	0
CHESTERFIELD	0	0	0	0	0	0	0	0
CLARENDON	6	1	5	6	0	0	0	0
COLLETON	5	1	4	5	0	0	0	2
DARLINGTON	7	5	2	4	3	0	0	0
DILLON	8	3	5	5	3	0	0	0
DORCHESTER	0	0	0	0	0	0	0	0
EDGEFIELD	1	1	0	0	1	0	0	0
FAIRFIELD	0	0	0	0	0	0	0	0
FLORENCE	13	8	5	13	0	0	0	1
GEORGETOWN	5	2	3	5	0	0	0	0
GREENVILLE	18	9	9	12	3	0	3	0
GREENWOOD	7	2	5	7	0	0	0	0
HAMPTON	3	2	1	3	0	0	0	0
HORRY	5	3	2	5	0	0	0	1
JASPER	1	1	0	1	0	0	0	0
KERSHAW	0	0	0	0	0	0	0	0
LANCASTER	0	0	0	0	0	0	0	0
LAURENS	5	2	3	5	0	0	0	0
LEE	10	5	5	10	0	0	0	0
LEXINGTON	4	1	3	4	0	0	0	0
MCCORMICK	6	2	4	5	1	0	0	0
MARION	12	5	7	10	2	0	0	0
MARLBORO	3	2	1	3	0	0	0	0
NEWBERRY	2	1	1	2	0	0	0	0
OCONEE	0	0	0	0	0	0	0	0
ORANGEBURG	10	4	6	9	0	0	1	2
PICKENS	3	1	2	1	2	0	0	0
RICHLAND	10	4	6	10	0	0	0	1

SALUDA	1	0	1	1	0	0	0	0
SPARTANBURG	4	1	3	4	0	0	0	0
SUMTER	29	11	18	27	2	0	0	1
UNION	0	0	0	0	0	0	0	0
WILLIAMSBURG	10	4	6	10	0	0	0	0
YORK	5	3	2	5	0	0	0	0
Total Counties	248	106	142	218	25	0	5	9

Four Year Olds Participating in Department of Social Service Child Care Programs
Full-Time Participation (30 or More Hours per Week)
Fall 2005

COUNTY	Number 4 Year Olds	Gender		Ethnicity				Foster Care
		Female	Male	African- American	White	Hispanic	Other	
ABBEVILLE	4	2	2	3	1	0	0	0
AIKEN	53	26	27	34	18	0	1	2
ALLENDALE	13	9	4	11	2	0	0	0
ANDERSON	127	55	72	71	53	0	3	7
BAMBERG	10	4	6	10	0	0	0	0
BARNWELL	8	6	2	8	0	0	0	2
BEAUFORT	34	21	13	27	5	0	2	0
BERKELEY	67	30	37	39	27	0	1	5
CALHOUN	3	0	3	1	2	0	0	0
CHARLESTON	270	134	136	222	46	0	2	14
CHEROKEE	37	19	18	14	23	0	0	0
CHESTER	26	9	17	16	10	0	0	1
CHESTERFIELD	8	4	4	5	3	0	0	0
CLARENDON	23	10	13	16	6	0	1	4
COLLETON	17	14	3	12	5	0	0	1
DARLINGTON	40	19	21	31	8	0	1	2
DILLON	30	16	14	18	12	0	0	1
DORCHESTER	77	36	41	42	29	0	6	1
EDGEFIELD	4	2	2	2	2	0	0	0
FAIRFIELD	1	1	0	1	0	0	0	0
FLORENCE	107	48	59	102	5	0	0	4
GEORGETOWN	28	15	13	22	6	0	0	1
GREENVILLE	219	88	131	140	67	0	12	9
GREENWOOD	34	18	16	17	17	0	0	2
HAMPTON	12	6	6	9	3	0	0	1
HORRY	123	60	63	57	64	0	2	9
JASPER	14	4	10	11	3	0	0	0
KERSHAW	2	1	1	1	1	0	0	0
LANCASTER	35	17	18	20	15	0	0	1
LAURENS	22	12	10	6	14	0	2	1

LEE	15	8	7	15	0	0	0	0
LEXINGTON	171	88	83	99	67	0	5	8
MCCORMICK	1	0	1	1	0	0	0	0
MARION	36	18	18	30	5	0	1	3
MARLBORO	12	6	6	8	4	0	0	1
NEWBERRY	25	13	12	16	8	0	1	2
OCONEE	25	13	12	5	19	0	1	1
ORANGEBURG	21	13	8	15	5	0	1	1
PICKENS	35	14	21	7	28	0	0	0
RICHLAND	327	157	170	288	26	0	13	6
SALUDA	6	4	2	3	3	0	0	0
SPARTANBURG	154	76	78	91	57	0	6	4
SUMTER	68	37	31	53	14	0	1	2
UNION	9	4	5	5	4	0	0	0
WILLIAMSBURG	17	7	10	17	0	0	0	0
YORK	128	67	61	73	52	0	3	4
Total Counties	2498	1211	1287	1694	739	0	65	100

SC Department of Social Services
Total Funds Expended on Child Care Vouchers for 4-Year-Old Children
in Federal Fiscal Year 2005
(Revised Report 2/16/06)

Total funds expended by SCDSS on child care vouchers for 4-year old children in Federal Fiscal Year 2005 *	<u><u>\$ 6,813,613</u></u>
--	----------------------------

*In FFY05, child care vouchers for 4-year-old children were funded from the following sources:

Federal Child Care and Development Fund (CCDF) and required state matching/maintenance of effort funds	\$ 5,971,059
Federal Social Service Block Grant (SSBG) funds	\$ 602,554
State funds transferred from First Steps County Partnerships for child care vouchers for 4-year-old children	<u>\$ 240,000</u>
	<u><u>\$ 6,813,613</u></u>

The above expenditures for 4-year-old children represent nearly 10.8% of total expenditures on child care vouchers for children of all ages.
Child care vouchers do not represent total program costs.

SC Department of Social Services-Child Care Services
FFY04-FFY06 Child Care Funds and Projected Use
as of 2/10/06

Estimated Funds for Child Care	FFY04		FFY05		FFY06*	
From Federal Child Care and Development Fund (CCDF)	66,651,915		67,278,573		70,155,435	
Transferred from Federal Temporary Aid to Needy Families (TANF) funds for child care	1,300,000		0		0	
From Federal Social Service Block Grant (SSBG) for child care	5,790,930		6,543,070		7,994,390	
Total Federal CCDF*, SSBG, and TANF funds allocated or transferred for child care	73,742,845	88%	73,821,643	88%	78,149,825	87%
Estimated state appropriations for child care (consistent amount for many years)	4,407,963		4,407,963		4,407,963	
Estimated other state funds* (from multiple sources including First Steps for child care scholarships**)	5,769,769		5,742,235		7,424,481	
Total Estimated State Funds for Child Care	10,177,732	12%	10,150,198	12%	11,832,444	13%
Total Estimated Federal and State* Funds for Child Care	83,920,577	100%	83,971,841	100%	89,982,269	100%

Projected Use of Funds for Child Care ***:						
For child care vouchers,registration fees, eligibility determination, etc. for children ages 0-13, to 19 if disabled	73,080,848	87%	71,774,681	85%	76,484,929	85%
For federal CCDF earmarks/setasides for quality services	8,542,328	10%	10,703,875	13%	11,697,690	13%
For administration	2,297,401	3%	1,493,285	2%	1,799,650	2%
Total Projected Use of Funds for Child Care***	83,920,577	100%	83,971,841	100%	89,982,269	100%

The average annual expenditure on child care vouchers per child, including all ages (birth though 12 or to 19 if disabled), and all types of child care by federal fiscal year, and for first quarter of FFY 2006

	\$	3,287	\$	3,334	\$	3,341
--	----	-------	----	-------	----	-------

* Final CCDF allocations based on 2006 Federal Deficit Reduction Act And FFY 2005 Discretionary appropriation (P.L. 109-149) per notice from USDHHS ACF 2/10/06.

* This Act increased the federal matching funds available to states but additional state matching funds of \$1,743,482 will be required for SC to access the CCDF federal funds in FFY06 over the state matching funds required in FFY05.

** First Steps county partnerships authorized the transfer of state funds to SCDSS for child care scholarships in the amounts of \$900,693 in SFY04 and \$1,088,637 in SFY05.
The Office of First Steps estimates \$774,720 will be authorized by First Steps county partnerships for transfer to SCDSS for child care scholarshipsin SFY06.

*** Federal CCDF regulations specify the periods for the obligation and expenditure of the four funding components (Discretionary, Mandatory, Matching, and Maintenance of Effort), Some CCDF components are to be obligated in the year allotted and spent in that year or the following FFY. One of the components is to be obligated by the end of the second FFY and expended by the end of the third FFY. For this reason, the projected use of funds that have been allotted by FFY is presented above, rather than expenditures which can span and vary over three federal fiscal years in accordance with the federal CCDF regulations.

OVERVIEW OF CHILD CARE FACILITIES

The following information highlights the requirements for the type of child care facilities that are licensed, approved or registered by the South Carolina Department of Social Services.

- Application for licensing, registration, or approval must be made on forms supplied by the department and in the manner it prescribes.
- Regular licenses, church registrations, and approvals expire two years from the date of issuance.
- Each child care center, group child care home or family child care home shall maintain its current license, registration, or approval displayed in a prominent place at all times and must state its approval, license or registration number in all advertisements of the child care center, group child care home or family child care home.

Licensed Child Care Center (LCCC) – (13 or more children)

A child care center must be licensed if the program operates more than four hours a day and more than two days a week. Programs that operate less than four hours a day may keep children during school vacations and holidays and be exempt from licensing.

Facilities that need to be licensed must meet the following criteria:

1. Center Director/Co-Director
 - a) Must be at least 21 years old;
 - b) Must meet one of the following requirements:
 - i) A bachelor's degree or advanced degree from a state-approved college or university in early childhood education, child development, child psychology or a related field that includes at least eighteen credit hours in child development and/or early childhood education;
 - ii) A bachelor's degree from a state-approved college or university in any subject area, six months experience working with children in a licensed, approved or registered child care facility;
 - iii) An associate degree from a state-approved college or university in early childhood education, child development, child psychology or a related field, that includes at least eighteen credit hours in child development and/or early childhood education with six months work experience in a licensed, approved or registered child care facility;
 - iv) A diploma in child development/early childhood education from a state-approved institution or a child development associate credential (CDA), and one year work experience in a licensed, approved or registered child care facility; or
 - v) A High School diploma or GED with 3 years experience in a licensed, approved or registered child care facility. One year shall include supervision of child care staff.
2. Zoning Approval
3. Architectural Plans to be submitted to the State Fire Marshal
4. Fire Inspection
5. Sanitation Inspection (\$60)
6. Child Care Licensing Inspection
7. State and Federal Fingerprint Checks
8. Three Letters of Reference
9. Staff Certified in Basic First Aid and CPR to Cover All Hours of Operation
10. Training Requirements to include blood-borne pathogens training as required by OSHA
11. DSS Form 2924 – (Consent to Release Information)

Approved Child Care Centers (13 or more children)

The South Carolina Department of Social Services approves all child care centers that are publicly funded by federal, state, county or city monies. Requirements for approval are the same as licensing requirements stated above.

Child Care Centers Operated by Religious Bodies or Groups

A child care facility sponsored by a religious body has the option of becoming **licensed or registered**. If this type of facility chooses to become **licensed, it must meet the licensing requirements listed above** for a Licensed Child Care Center.

If this type of facility chooses to become **registered, it must meet the licensing requirements listed below:**

1. Center Director/Co-Director(s)

a) Must be at least 21 years old;

b) Must meet one of the following requirements:

i) A college or university degree in early childhood education, child development, child psychology or a related field that includes at least eighteen credit hours in child development and/or early childhood education;

ii) A bachelor's degree from a college or university in any subject area and six months experience working with children in a licensed, approved or registered child care facility;

iii) An associate's degree from a college or university in early childhood education, child development and/or child psychology or a related field, that includes at least eighteen credit hours in child development and/or early childhood education with six months work experience in a licensed, approved or registered child care facility;

iv) A diploma in child development/early childhood education from an institution of higher learning or a child development associate credential (CDA), and one year work experience in a licensed, approved or registered child care facility; or

v) A High School diploma or GED with at least one year experience in a licensed, approved or registered child care facility. That year shall include supervision of child care staff. A director/co-director who is prevented from obtaining a high school diploma or GED because of a disability, and who otherwise is qualified to perform the essential functions of the position, must have at least a high school Certificate of completion with at least one year of work experience in a licensed, approved or registered child care facility. That year shall have included supervision of child care staff.

2. Zoning Approval

3. Architectural Plans to be submitted to the State Fire Marshal

4. Fire Inspection

5. Sanitation Inspection (\$60)

6. Child Care Licensing Inspection

7. State and Federal Fingerprint Checks

8. Three Letters of Reference

9. Staff Certified in Basic First Aid and CPR to Cover All Hours of Operation

10. Training Requirements to include blood-borne pathogens training as required by OSHA

11. DSS Form 2924 – (Consent to Release Information)

Group Child Care Home (GCCH) – (7-12 children)

A GCCH is defined as a residence occupied by the operator in which he/she regularly provides child care for at least seven but not more than twelve children, unattended by a parent or a legal guardian including those children living in the home and children received for child care who are related to the resident teacher/caregiver. Care may be provided for eight children without an additional caregiver within a residence occupied by the operator. When the attendance reaches nine or there are more than three children under the age of 24 months, an additional caregiver must be present at all times. In addition, there must be an emergency backup person available that is not included in the staff to child ratio. Please contact the State Fire Marshal's Office at (803) 896-9800 if you reside in a mobile or modular home to discuss whether or not the structure will meet the State Fire Codes for a Group Child Care Home.

A Group Child Care Home must be licensed and meet the following criteria:

1. Operator

- a) Must be at least 21 years old;
- b) Must meet one of the following qualifications:
 - i) A bachelor's degree or advanced degree from a state-approved college or university in early childhood education, child development, child psychology or a related field that includes at least eighteen credit hours in child development and/or early childhood education;
 - ii) A bachelor's degree from a state-approved college or university in any subject area, six months experience working with children in a licensed, approved or registered child care facility;
 - iii) An associate's degree from a state-approved college or university in early childhood education, child development, child psychology or a related field that includes at least 18 credit hours in child development and/or early childhood education with six months work experience in a licensed, approved or registered child care facility;
 - iv) A diploma in child development/early childhood education from a state-approved institution or a child development associate (CDA) credential, and one year work experience in a licensed, approved or registered child care facility;
 - v) A high school diploma or General Educational Development Certificate (GED) with 3 years experience in a licensed, approved or registered child care facility. One year shall include supervision of child care staff. However, an operator or primary caregiver who is prevented from obtaining a high school diploma or GED because of a disability, and who otherwise is qualified to perform the essential functions of the position, must have at least a high school Certificate of Completion and at least six months experience as a teacher/caregiver in a licensed, approved or registered child care facility.

- 2. Zoning Approval
- 3. Architectural Plans to be submitted to the State Fire Marshal
- 4. Fire Inspection
- 5. Sanitation Inspection (\$60)
- 6. Child Care Licensing Inspection
- 7. State and Federal Fingerprint Checks
- 8. Staff Certified in Basic First Aid and CPR to Cover All Hours of Operation
- 9. Training Requirements to include blood-borne pathogens training as required by OSHA
- 10. DSS Form 2924 – (Consent to Release Information)

Family Child Care Home (FCCH) – (Up to six children as any given time)

May provide care for up to six children at any given time within a residence occupied by the operator. Registration is required if a person provides care to more than one unrelated family of children on a regular basis (more than two days a week and more than four hours a day). All applicants must have written approval from their local Zoning Board before a registration can be issued. A Family Child Care Home must have a working, listed telephone number.

Registered Child Care Home (FCCH) Application, letters of reference, statement from parents affirming that regulations have been reviewed by operator, and state and federal fingerprint checks on operator, all household members 15 years and older, and substitute caregivers. (\$48 for operator and caregivers, \$36 for volunteers and/or household members) DSS Form 2924 (Consent to Release Information must be submitted all caregivers and household member 18 years and older. (\$8.00 must accompany each 2924 form that is submitted.) Regular registrations expire one year from the date of issuance.

Licensed Family Child Care Home (FCCH) In addition to the above, the following is also needed: Fire inspection, health inspection (\$60), child care licensing inspection, state and federal fingerprinting checks (as described above) and First Aid/CPR certification. Regular licenses expire two years from the date of issuance.

Staffing Ratios

The staff:child ratio indicates the maximum number of children permitted per caregiver

Age of child	Current Year	2007	2008	2009
Birth to 1 year	1:6	1:5	1:5	1:5
1 to 2 years	1:6	1:6	1:6	1:6
2 to 3 years	1:10	1:9	1:8	1:7
3 to 4 years	1:13	1:13	1:12	1:11
4 to 5 years	1:18	1:18	1:17	1:16
5 to 6 years	1:21	1:21	1:20	1:19
6 to 12 years	1:23	1:23	1:23	1:23

Nap Time Staffing Ratios

The staff:child ratio indicates the maximum number of children permitted per caregiver

Age of child	2005	2007	2008	2009
Birth to 1 year	1:8	1:5	1:5	1:5
1 to 2 years	1:8	1:6	1:6	1:6
2 to 3 years	1:12	1:18	1:16	1:14
3 to 4 years	1:15	1:26	1:24	1:22
4 to 5 years	1:20			
4 and older		1:36	1:34	1:32

ABC CHILD CARE

CENTER-BASED STANDARDS SUMMARY

The ABC Child Care Standards are voluntary and constitute the criteria for enhanced child care and development services to be purchased under the ABC Child Care Program. Providers are enrolled as enhanced service providers based on their compliance to the standards for the age group to be served. Providers may elect to enroll to serve 0-2 year olds, 3-5 year olds, and/or 6-12 year olds.

The standards for the ABC Child Care Program exceed the state licensing and regulatory requirements for Child Care Centers in South Carolina. All providers classified as enhanced enrolled in the ABC Child Care Program meet the ABC Child Care Standards in addition to all regulatory requirements governing their operation according to statute and SC Department of Social Services child care licensing regulations.

The standards are divided into progressive parts. Part I consists of standards which are required for all enhanced providers. A potential provider must meet or be able to meet the required standards prior to participating in an on-site observation of the remaining standards. Compliance to the standards are based on documentation from the service provider as well as an on-site observation and review by the S.C. Department of Social Services (SCDSS) staff. The rating system provides an evaluation of the program by staff, room, and overall center compliance to the standards. An analysis of a potential provider's staff-child ratios and group size, is also conducted.

ABC makes training available thru the TEACH program to help providers to meet the qualification requirements. Staff also provides technical assistance to help providers to meet the standards.

HIGHLIGHTS OF ABC CENTER-BASED STANDARDS

Regulatory *(mandatory)*

- The child care centers must meet regulatory requirements.

Staff Child Ratios and Group Sizes *(points are awarded when ABC recommended ratios observed)*

➤ Ages	Recommended Ratios	Recommended Group Size	Required Ratios
Under 1	1:5	10	1:6
1-2	1:5	10	1:6
2-3	1:7	14	1:10
3-4	1:11	22	1:13
4-5	1:13	26	1:18
5	1:15	30	1:21
6-9	1:18	36	1:23
9-12	1:20	40	1:23

Staff Qualifications and Development *(mandatory – although there are higher levels of education for staff to strive towards, child care centers with staff meeting the minimum education requirements outlined below are eligible for ABC enhanced enrollment)*

- **Director** - ***(minimum requirements)*** 21 years of age and have a high school diploma or General Education Development Certificate (GED), with three years experience as a caregiver in a licensed/approved child care facility and a plan to complete the Certificate in Child Development/Early Childhood Education or a DSS approved credential/certificate/diploma/degree within three years. One of the three years experience shall be supervision of other child care staff.
- **Caregivers** – ***(minimum requirements)*** 18 years of age and have a high school diploma or GED and at least six months experience as a caregiver in a licensed/approved child care facility with a plan for completing the SC Early Childhood Credential (ECD 101) within three years.
- **Assistant Caregivers** – ***(Assistant Caregivers working with children under age 6)*** 18 years of age and have the ability to relate positively to children. ***(Assistant Caregivers working with children ages 6-12)*** have the ability to relate positively to children. ***(Note: Licensing does not address Assistant Caregivers)***
- **After-School Supervisor** – 21 years of age and have a high school diploma or GED and at least three years of work experience related to the care and development of children with a plan for obtaining 45 hours of in-service training in after-school child care/related areas within three years.

Annual Training *(mandatory – ABC requires exempt centers to meet the same as licensed)*

- Director to get 20 clock hours of training annually and direct care staff to get 15 hours annually.

Environment *(mandatory – ABC requires exempt centers to meet the same as licensed)*

- Environment is free of conditions which might adversely affect the health and safety of the child.

Health and Safety *(mandatory – ABC requires exempt centers to meet the same as licensed)*

- Health assessment on staff to include tuberculosis screening.
- Staff on premises at all times with current certification in first aid and child/infant CPR.
- Current immunization records on children.

Hand-washing *(mandatory)*

- Staff hands are washed before preparing or serving food and after assisting with toileting and changing diapers. Children hands washed after toileting.

Nutrition and Food (*mandatory – ABC requires exempt centers to meet the same as licensed*)

- Meals must meet the nutritional requirements as recommended by USDA guidelines even if the provider does not receive USDA funds.

Staff – Parent Interaction (*mandatory*)

- Parents are regularly informed about the center's program and their children.
- Parents have unlimited access to their children and to the providers caring for their children during normal hours of operation.

Remaining Standards (*items are scored*)

- Staff-Child Interactions – interaction between children and staff provide opportunities for children to develop an understanding of self and others and are characterized by warmth, personal respect, individuality, positive support, and responsiveness.
- Activities (indoors and outdoors) – activities encourage children to be actively involved in the learning process, to experience a variety of developmentally appropriate activities and materials, and to pursue their interests in the context of life in the community and world.
- Physical Environment (indoors and outdoors) – The indoor and outdoor physical environment fosters optimal growth and development through opportunities for exploration and learning.

First Steps

Attachment 1

**List of Private 4K Child Care Providers
(Access #1)**

County	Provider	FY 2005 School Yr. 04-05	FY 2006 School Yr. 05-06
Charleston	La Petite Academy Inc 4570 Great Oak Drive, N. Charleston, SC 29418	X	
Cherokee	The Student Development Center 321 Hampton Street Chesnee, SC 29323	X	X
Horry	A Place for Small Wonders 1500 LD Drive, North Myrtle Beach, SC 29562		X
Georgetown	Learning Center – South Island Road 2502 South Frasier St. Georgetown, SC 29440	X	
Greenwood	Little Lamb Montessori Pre-School 1704 spring street Greenwood, SC 29646	X	
Greenville	YWCA of Greenville 700 Augusta St. Greenville, SC 29605	X	X
	Golden Rule Child Development 504 Boyd Ave. Greenville, SC 29681	X	X
	St Anthony of Padua Catholic School 309 Gower St. Greenville, SC 29605	X	X
Lancaster	Southside Child Development Center 500 Hampton Road Lancaster, SC 29720	X	X
Lexington	Lexington Medical Center Child Development 2720 Sunset Blvd West Columbia, SC 29169	X	
Orangeburg	Kiddie Kollege of Orangeburg 2436 Russell St. Orangeburg, SC 29115	X	
Pickens	Clemson Child Development Center 111 McGee Street Clemson, SC 29631	X	X

Richland	Success by 6 of United Way of the Midland PO Box 152 Columbia, SC 29202 Sites: Arthurtown Child Development Center Tender Years	X	X
Williamsburg	Tender Bears Day Care & Learning PO Box 263 23 Singleton Lane Greeleyville, SC 29056	X	

Four Year Olds Participating in First Steps Private 4 K Programs
Fall 2005

COUNTY	Number 4 Year Olds	Gender		Ethnicity				Federal Lunch Program		Low Birth Weight	Foster Care
		Female	Male	African- American	White	Hispanic	Other	Free/ Reduced	Pay		
CHARLESTON											
CHEROKEE	37	17	23	1	34	5		30	10	1	3
GEORGETOWN											
GREENVILLE	60	28	32	44	10	4	2	39	16	5	2
GREENWOOD		8	11	17	2	0	0	NAV	NAV	NAV	NAV
HORRY	20	12	8	4	11	2	3				
LANCASTER	24	18	17	31	2		2	24	1		
LEXINGTON											
ORANGEBURG											
PICKENS	20	5	15	8	8	1	3	18	2	5	
RICHLAND	19	9	10	16	3			12	7	1	
WILLIAMSBURG											

Totals	180	97	116	121	70	12	10	123	36	12	5
--------	-----	----	-----	-----	----	----	----	-----	----	----	---

Source: Office of First Steps, February 21, 2006

First Steps Parenting and Strengthening Programs

Fiscal Years 2004 and 2005

Since inception, and to meet First Steps' first statutory goal (Section 59-152-30.... to "(1) provide parents with access to the support they might seek and want to strengthen their families and to promote the optimal development of their preschool children"), a majority of county partnerships have offered parenting, family strengthening programs, and early literacy or other literacy programming.

Upon determining needs and resources available annually, each county partnership board must develop strategy and programming plans through the annual First Steps renewal process. Following plan and budget approval by the South Carolina First Steps Board of Trustees, partnerships must then bid service strategies through a competitive process in their communities or regions. Since inception (FY 00 through FY 05), fully 35% of all First Steps funds (public and private) have been expended on parenting and family strengthening programs targeting families with children under 6.

During fiscal year 2004, 45 of 46 First Steps County Partnerships offered parenting and family strengthening programs to families with children ages 0-5. In thirty (67%) of these 46 counties (representing 54 school districts, or 63% of all SC school districts), First Steps' parenting and family strengthening services were offered through school district programs or in collaboration with school districts. In 14 of these 30 counties (or 47%), services were provided to families exclusively through public school programs. Programs were provided by non-school district providers in 31 of the 45 counties (69%) offering services to families during 2004. Of these 31 counties, 15 (or 48%) First Steps partnerships offered services to families through non-school district programs alone.

During fiscal year 2005, 44 of 46 First Steps County Partnerships offered parenting and family strengthening programs to families with prekindergarten children. In 39 of 44 counties (89%), partnerships offered parenting services through non-school district programs. In 19 of 39 counties (49%), First Steps services parenting services were offered exclusively through community-based programs. In 5 participating counties (11%), services were offered to families through school-based programs alone (serving families in 12 of the state's 85 school districts (14%).

Attached are the detailed break-outs by program, county, and district.

FY 04 - PARENTING EXPENDITURES

COUNTY / SCHOOL DISTRICT	SCHOOL DISTRICT	NON SCHOOL DISTRICT				
		FUND CODE				
		10	15	20	25	30
ABBEVILLE		\$ 58,561		\$ 260	\$ 6,000	
AIKEN						
Monetta SD	\$ 88,082					
ALLENDALE		\$ 23,823	\$ 2,154	\$ 7,487	\$ 1,142	
ANDERSON		\$ 25,475			\$ 1,339	
Anderson SD #2	\$ 52,775					
Anderson SD #3	\$ 51,807					
Anderson SD #4	\$ 52,236					
Anderson SD #5	\$ 57,241					
Total	\$ 214,059					
BAMBERG						
Bamberg SD #1	\$ 42,441					
BARNWELL		\$ 37,730			\$ 10,685	
Blackville SD #19	\$ 37,902					
Williston SD #29	\$ 21,336					
Barnwell SD # 45	\$ 19,454					
Total	\$ 78,692					
BEAUFORT		\$ 54,876	\$ 3,903	\$ 17,959		\$ 41,829
BERKELEY		\$ 3,853		\$ 1,361	\$ 5,288	
Berkeley SD	\$ 277,033					
CALHOUN						
Calhoun SD	\$ 60,048					
CHARLESTON		\$ 297,869			\$ 56,756	
Charleston SD	\$ 27,261					
CHEROKEE		\$ 28,907		\$ 1,000		
CHESTER			\$ 815			
Chester SD	\$ 113,345					
CHESTERFIELD		\$ 2,583		\$ 2,577		
CLARENDON						
COLLETON						
Colleton SD	\$ 14,995					
DARLINGTON		\$ 25,938				
DILLON						
Dillon SD #3	\$ 93,308					
DORCHESTER		\$ 26,152				
Dorchester SD #2	\$ 28,766					
Dorchester SD #4	\$ 27,180					
Total	\$ 55,946					
EDGEFIELD						
Edgefield SD	\$ 42,459					
FAIRFIELD		\$ 35,390				

FY 04 - PARENTING EXPENDITURES

COUNTY / SCHOOL DISTRICT	SCHOOL DISTRICT	NON SCHOOL DISTRICT				
		FUND CODE				
		10	15	20	25	30
FLORENCE		\$ 19,312				
Florence SD #1	\$ 24,837					
Florence SD #2	\$ 4,765					
Florence SD #3	\$ 25,000					
Florence SD #4	\$ 24,999					
Florence SD #5	\$ 24,683					
Total	\$ 104,284					
GEORGETOWN		\$ 99,384		\$ 79	\$ 42,677	
GREENVILLE		\$ 34,442				
Greenville SD	\$ 538,636					
GREENWOOD		\$ 129,720			\$ 3,128	
Greenwood SD #50	\$ 32,245					
Greenwood SD #51	\$ 32,563					
Total	\$ 64,808					
HAMPTON		\$ 6,013		\$ 340	\$ 739	
HORRY						
Horry SD	\$ 147,464					
JASPER				\$ 2,091		
KERSHAW		\$ 15,516	\$ 3,000	\$ 4,333	\$ 398	
LANCASTER		\$ 69,975	\$ 36,736	\$ 1,566		\$ 123,434
LAURENS						
Laurens SD #55	\$ 62,987					
LEE						
Lee SD	\$ 40,881					
LEXINGTON		\$ 51,164				
Lexington SD #1	\$ 120,684					
Lexington SD #2	\$ 111,609					
Lexington SD #3	\$ 72,976					
Lexington SD #4	\$ 99,208					
Lexington SD #5	\$ 71,545					
Total	\$ 476,022					
MARION						
Marion SD #1	\$ 52,617					
Marion SD #2	\$ 47,521					
Marion SD #7	\$ 27,365					
Total	\$ 127,503					
MARLBORO		\$ 47,866	\$ 2,155		\$ 20,163	
McCORMICK						
McCormick SD	\$ 66,846					
NEWBERRY		\$ 27,910		\$ 794	\$ 7,966	
Newberry SD	\$ 26,924					
OCONEE		\$ 92,500	\$ 1,289		\$ 100,016	

FY 04 - PARENTING EXPENDITURES

COUNTY / SCHOOL DISTRICT	SCHOOL DISTRICT	NON SCHOOL DISTRICT				
		FUND CODE				
		10	15	20	25	30
ORANGEBURG						
Orangeburg SD #5	\$ 76,000					
PICKENS		\$ 3,500		\$ 1,703	\$ 15,900	
Pickens SD	\$ 100,000					
RICHLAND		\$ 167,983	\$ 926		\$ 41,332	
SALUDA		\$ 69,223		\$ 1,507	\$ 52,743	
Saluda SD	\$ 6,776					
SPARTANBURG				\$ 126,535		
Spartanburg SD #2	\$ 55,567					
Spartanburg SD #4	\$ 6,359					
Spartanburg SD #5	\$ 53,656					
Spartanburg SD #7	\$ 170,004					
Total	\$ 285,586					
SUMTER		\$ 100,037			\$ 17,200	
Sumter SD #2	\$ 58,700					
Sumter SD #17	\$ 51,227					
Total	\$ 109,927					
UNION		\$ 7,574			\$ 5,176	
Union County SD	\$ 49,286					
WILLIAMSBURG						
Williamsburg SD	\$ 89,184					
YORK						
York SD #1	\$ 20,700					
Clover SD #2	\$ 25,000					
Rock Hill SD #3	\$ 25,000					
Fortmill SD #4	\$ 25,000					
Total	\$ 95,700					
TOTALS	\$ 3,534,042	\$ 1,563,276	\$ 50,978	\$ 169,592	\$ 388,648	\$ 165,263

SETTING	AMOUNT	PERCENT
School District	\$ 3,534,042	60%
NON School District	\$ 2,337,757	40%
TOTAL	\$ 5,871,799	100%



COUNTY FIRST STEPS EXPENDITURES

Early Education Programs
4-K (half, extended & full day)
and Summer Programs

In School District Settings

COUNTY	FY 2004	FY 2005	FY 2006 Projections
Abbeville	\$ 87,269	\$ 97,979	\$ 228,500
Aiken	\$ 230,438	\$ 233,672	\$ 240,317
Allendale			
Anderson	\$ 53,687	\$ 54,875	\$ 95,133
Bamberg	\$ 62,600	\$ 64,097	
Barnwell			
Beaufort			\$ 80,000
Berkeley	\$ 104,023	\$ 108,100	\$ 116,148
Calhoun	\$ 74,900	\$ 68,000	\$ 67,999
Charleston			\$ 112,666
Cherokee	\$ 60,425	\$ 58,811	\$ 117,200
Chester	\$ 8,027	\$ 35,248	\$ 5,000
Chesterfield	\$ 72,724	\$ 37,764	
Clarendon	\$ 157,280	\$ 143,117	\$ 142,746
Colleton	\$ 47,704	\$ 49,373	\$ 60,134
Darlington			
Dillon			
Dorchester	\$ 98,334	\$ 111,003	\$ 104,984
Edgefield	\$ 26,920	\$ 27,515	\$ 29,500
Fairfield			
Florence			\$ 370,000
Georgetown			
Greenville			
Greenwood			
Hampton	\$ 60,419	\$ 60,422	\$ 31,891
Horry			\$ 80,000
Jasper	\$ 63,199	\$ 63,892	\$ 65,550
Kershaw	\$ 42,000		
Lancaster			\$ 118,565
Laurens	\$ 149,969	\$ 150,000	\$ 187,995
Lee			\$ 127,000
Lexington			
Marion			
Marlboro	\$ 69,643	\$ 48,000	\$ 47,000
McCormick			
Newberry			
Oconee	\$ 72,086	\$ 85,000	\$ 111,218
Orangeburg	\$ 72,223	\$ 76,000	\$ 76,000
Pickens	\$ 159,400	\$ 170,780	\$ 247,200
Richland			
Saluda			
Spartanburg	\$ 252,810		
Sumter			
Union	\$ 60,821	\$ 67,126	\$ 70,027
Williamsburg	\$ 50,481	\$ 58,418	\$ 93,662
York			
Totals	\$ 2,137,382	\$ 1,869,192	\$ 3,026,435

**FIRST STEPS CHILD CARE SCHOLARSHIP PROGRAM
SUMMARY POINTS
FISCAL YEAR 2004-05
PROJECTIONS FISCAL YEAR 2005-06**

Overview

In 16 out of 24 county First Steps Child Care Scholarship Programs collaboration with the Department of Social Services provided a 20% discount in the form of additional match scholarships. Under this arrangement families were recruited locally through First Steps partnerships and enrolled using the federal ABC voucher guidelines of DSS. Nine other First Steps Scholarship Programs were administered using guidelines developed by local First Steps boards in order to target and integrate services for families.

FY '04-'05

Scholarships awarded through DSS administered ABC program: 361
Scholarships awarded through local FS administered programs: 223 (age 4 = 55)
TOTAL: 574 scholarships awarded in 23 counties

FY'05-'06 – (through 2nd quarter)

Scholarships awarded through DSS administered ABC program: 344
Scholarships awarded through local FS administered programs: 261 (age 4 = 77)
TOTAL: 605 scholarships awarded in 24 counties

Benefits for Families

84% of First Steps scholarship programs strive to integrate scholarships with other services (e.g. parenting, early literacy).

- 64% include some form of Parent Training (workshops, home visiting, etc.)
- 64% include literacy activities (Mother Read, Imagination Library, etc.)
- Other services some programs include are developmental screenings, child assessments, referrals to Baby Net, Hispanic translation, parent newsletters and distribution of “readiness kits”

Benefits for Provider

In the majority of the programs, First Steps scholarships go to providers across the state that also participate in First Steps quality improvement programs and/or training and technical assistance programs.

Local First Steps staff provide resource and referral services to scholarship applicants. The attached chart indicates the number of scholarships per county used for enhanced or better care. 81% of the counties where type of care was documented showed 75-100% of their scholarships being used for “ABC Enhanced” or better care.

Head Start

Four Year Olds Participating in South Carolina Head Start Programs
Fall 2005

COUNTY	Number 4 Year Olds
ABBEVILLE	56
AIKEN	182
ALLENDALE	41
ANDERSON	276
BAMBERG	64
BARNWELL	50
BEAUFORT	166
BERKELEY	292
CALHOUN	5
CHARLESTON	499
CHEROKEE	100
CHESTER	89
CHESTERFIELD	151
CLARENDON	126
COLLETON	119
DARLINGTON	249
DILLON	116
DORCHESTER	53
EDGEFIELD	35
FAIRFIELD	45
FLORENCE	220
GEORGETOWN	94
GREENVILLE	291
GREENWOOD	189
HAMPTON	41
HORRY	119
JASPER	42
KERSHAW	77
LANCASTER	68
LAURENS	83
LEE	70
LEXINGTON	127
MCCORMICK	42
MARION	120
MARLBORO	101
NEWBERRY	99
OCONEE	60
ORANGEBURG	184
PICKENS	113
RICHLAND	281

SALUDA	70
SPARTANBURG	187
SUMTER	263
UNION	78
WILLIAMSBURG	123
YORK	203
Total Counties	6059

SDE Early Childhood

Title of Regulation:

Regulation No.: R 43-264.1

**HALF-DAY CHILD DEVELOPMENT
PROGRAMS**

Effective Date: 6/27/03

Constitutional and Statutory Provisions:

S. C. Code Ann. Section(s):

59-5-60(1990)

59-5-65 (1990 and Supp. 2002)

59-20-40(7) (1990)

59-63-20(6) (Supp. 2002)

General powers of [State] Board.

Minimum standards for student conduct, attendance, and scholastic achievement; enforcement.

Determination of annual allocations.

Age of attendance.

Descriptor Code: IDDH

State Board Regulation:

Half-Day Child Development Programs

I. LEGISLATION

In order to comply with the South Carolina Education Improvement Act of 1984 and the Early Childhood Development and Academic Assistance Act of 1993, school districts may establish and provide for the education of three- and four-year-old children who have predicted significant readiness deficiencies. The legislation requires that each district will provide for at least a half-day early childhood development program for four-year-old children. Districts have the option of serving three-year-old children.

Each district shall provide at least one program for four-year-old children and may serve identified three-year-old children who have significant readiness deficiencies.

Districts and schools shall integrate the planning and direction of the half-day program with the Early Childhood Initiative.

II. PLAN FOR ENROLLMENT

A. Public Notification of Program Availability

School districts shall attempt to contact parents or guardians of children who will reach age three or four on or before September 1 and who have potential for later school failure. The district shall make substantial efforts to publicize the availability of the program for four-year-olds, and for three-year-olds if appropriate.

B. Criteria for Enrollment

Each district shall develop criteria for the enrollment of children who have predicted significant readiness deficiencies. These criteria shall include the following:

1. A screening instrument approved by the State Department of Education for use in determining each child's developmental level,
2. An entrance age requirement which specifies a child must be three if the program serves three-year-olds, or four years of age on or before September 1 of the applicable school year,
3. Legal birth certificate issued by the Department of Health and Environmental Control or other appropriate authorized agency,
4. South Carolina Certificate of Immunization,
5. Comprehensive Health Appraisal if deemed necessary or appropriate.

III. COORDINATION

In the event that a local advisory committee exists in a community to coordinate early childhood education and development, school districts shall consult with the committee in planning and developing services to make maximum use of resources and avoid duplication of effort. When a local advisory committee does not exist, the school district shall identify available early childhood development and education resources in order to avoid duplication of public services. This may include Headstart and other Child Development Block Grant Programs.

IV. PROGRAM DESCRIPTION

A. Organization

A developmental educational program in a classroom setting shall be the major component of the program.

B. Program Length

The classroom program shall operate five days a week (or the equivalent) for at least 2 1/2 hours of instructional time, exclusive of breakfast, lunch and transportation.

Program year will include 190 days of operation for staff (180 days service to children) subject to the same conditions for waiver of make-up days as prescribed by state law.

C. Staff Ratio and Group Size

Each classroom shall be staffed with one appropriately certified teacher and one teaching assistant for a maximum of 20 children per each half-day session. Teaching assistants shall have at least a high school diploma or the equivalent

V. FUNDING

Child development funds will be allocated on an annual basis effective July 1 through June 30. Unobligated funds, which become available during the fiscal year will be redistributed to serve additional eligible children.

A. District Allocation and Distribution of Funds

1. District Allocation

The State Department of Education will annually calculate each district allocation based on the number of kindergarten children who are eligible for free and reduced lunch._

2. Distribution of Funds

School districts will be authorized to expend allocated funds on students meeting the eligibility criteria and being served in approved programs.

B. Extended Day

Any extension of the child development program beyond 2 1/2 hours using funds from other sources such as Chapter 1, Social Services Block Grant funds shall be in compliance with regulations and guidelines governing the half-day program. Before or after school services may be provided by other state or federal programs designed for three-and-four-year-olds if consistent with federal regulations for eligibility.

C. Subcontracting

School districts may contract with appropriate groups and/or agencies to provide part or all of the program. In such cases, the school district is charged with the responsibility of maintaining compliance with the regulations governing this program. An exception to the regulation governing indirect costs may be made when state or federal regulations require the subcontractor to utilize an indirect cost rate. Subcontracting may be based on a fixed cost rate.

D. Fees

Eligible children may not be charged fees for the 2 1/2-hour instructional program outlined in these regulations.

VI. FISCAL REQUIREMENTS

A. Allowable Expenditures

Expenditures must adhere to definitions and guidelines established by the Office of Finance, State Department of Education, or the State Procurement Code.

B. A minimum of 10 percent of the total budget shall be utilized in the following categories:

1. Supplies and Materials

- a. Instructional
- b. Parent information materials
- c. Nutritional supplement
- d. Evaluation materials

2. Equipment for Instructional Purposes

VII. STAFF DEVELOPMENT

Appropriate ongoing staff development activities shall be described and incorporated in the school or district's comprehensive plan as required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135), State Board of Education Regulations and guidelines.

VIII. EVALUATION

Districts shall participate in evaluation efforts coordinated by State Department of Education. This will include tracking child development program participants through kindergarten and at least the third grade to determine the program's impact on school success.

IX. Additional information relating to the implementation of this regulation, including but not limited to:

- 1. Educational program
- 2. Reporting requirements
- 3. Staffing
- 4. Health and Safety Standards

is contained in the "Guidelines for Half-Day Child Development Programs" available at the State Department of Education. The State Board of Education will review and update, "Guidelines" as needed.

South Carolina Early Childhood Education District Contacts

School District	State Dept. of Education Early Childhood Coord.	Early Childhood Coordinator	Parenting/Family Literacy	Adult Education	First Steps	Head Start
Abbeville	Region 3 Ruth Nodine 803-734-3540 RNodine@sde.state.sc.us	June Mullen 864-366-5421 adavis@acsd.k12.sc.us 400 Greenville Street Abbeville, SC 29620	June Mullen 864-366-5427x1021 jmullen@acsd.k12.sc.us 400 Greenville Street Abbeville, SC 29620	Wayne Stevenson 864-459-5427 wstevenson@acsd.k12.sc.us 400 Greenville Street Abbeville, SC 29620	Angela Pruitt 864-366-0656 apruitt@acsd.k12.sc.us Post Office Box 280 Abbeville, SC 29620	Dr. Thomas McCain 864-223-8434 x1007 tmccain@gleamnsrhc.org GLEAMNS 237 North Hospital Street Greenwood, SC 29648
Aiken	Region 1 Amy DeCola 803-734-1106	Michele Conner 803-641-2490 mconner@aiken.k12.sc.us Joel Deer 803-641-2655 jdeer@aiken.k12.sc.us 1000 Brookhaven Drive Aiken, SC 29803	Cherell Williams 803-663-4204 cwilliams@aiken.k12.sc.us Post Office Box 463 Graniteville, SC 29829	David Gantt 803-641-2476 dgantt@aiken.k12.sc.us 1000 Brookhaven Drive Aiken, SC 29803	Marcia Nash, Executive Director 208 D. The Alley Aiken, SC 29804-7169 803-643-3845 minash@peoplepc.com	Juanita Love Aiken-Barnwell Head Start Post Office Box 882 Aiken, SC 29802 803-649-1465 jgallman2@juno.com
Allendale	Region 1 Amy DeCola 803-734-1106	Evelyn Smith 803-584-4603x126 smithe@acs.k12.sc.us				
Anderson 1	Region 3 Ruth Nodine 803-734-3540 RNodine@sde.state.sc.us	Jane Harrison 864-847-7344 harrisoi@anderson1.k12.sc.us Post Office Box 99 Williamston, SC 29697	Tanya Richburg 864-847-3632 richbout@anderson1.k12.sc.us Post Office Box 99 Graniteville, SC 29697	Charan Lee 864-847-3512 cleee@andersonctc.k12.sc.us 702 Belton Highway Williamston, SC 29697	Jeanne Yarborough, Executive Director 864-222-0410 1stepsac@bellsouth.net Post Office Box 41 Anderson, SC 29622	Mrs. Rubye Jones 864-233-4128 share@bellsouth.net S.H.A.R.E. & Early HS 652 Rutherford Road Greenville, SC 29609
Anderson 2	Region 3 Ruth Nodine 803-734-3540 RNodine@sde.state.sc.us	Lana Major 864-369-4001 lmajor@anderson2.k12.sc.us 10990 Belton-Honea Path Highway Honea Path, SC 29654	Jan Bratcher 864-369-7364 jbratcher@anderson2.k12.sc.us 10990 Belton Honea Path Highway Honea Path, SC 29654	Charan Lee 864-847-3512 cleee@andersonctc.k12.sc.us 702 Belton Highway Williamston, SC 29697	Jeanne Yarborough, Executive Director 864-222-0410 1stepsac@bellsouth.net Post Office Box 41 Anderson, SC 29622	Mrs. Rubye Jones 864-233-4128 share@bellsouth.net S.H.A.R.E. Head Start & Early Head Start 652 Rutherford Road Greenville, SC 29609
Anderson 3	Region 3 Ruth Nodine 803-734-3540 RNodine@sde.state.sc.us	Gail Southard 864-348-6196 southardg@anderson3.k12.sc.us Post Office Box 118 Iva, SC 29655	Vicki Simpson 864-352-3513 simpsonv@anderson3.k12.sc.us Starr Elementary School 400 Professor Brown Lane Starr, SC 29684	Dr. Jonathan Jennings 864-260-5192 jonathanjennings@anderson5.net 2005 N. Main Street Anderson, SC 29621	Jeanne Yarborough, Executive Director 864-222-0410 1stepsac@bellsouth.net Post Office Box 41 Anderson, SC 29622	Mrs. Rubye Jones 864-233-4128 share@bellsouth.net S.H.A.R.E. Head Start & Early Head Start 652 Rutherford Road Greenville, SC 29609
Anderson 4	Region 3 Ruth Nodine 803-734-3540 RNodine@sde.state.sc.us	Lee D'Andrea 864-646-8000 ldandrea@anderson4.k12.sc.us Box 545 Pendleton, SC 29670	Charity Walker 864-646-8019 clwalker@anderson4.k12.sc.us 900 E. Queen Street Anderson, SC 29670	Dr. Jonathan Jennings 864-260-5192 jonathanjennings@anderson5.net 2005 N. Main Street Anderson, SC 29621	Jeanne Yarborough, Executive Director 864-222-0410 1stepsac@bellsouth.net Post Office Box 41 Anderson, SC 29622	Mrs. Rubye Jones 864-233-4128 share@bellsouth.net S.H.A.R.E. Head Start & Early Head Start 652 Rutherford Road Greenville, SC 29609
Anderson 5	Region 3 Ruth Nodine 803-734-3540 RNodine@sde.state.sc.us	Dianne Mizzell 864-260-4873 diannemizzell@anderson5.net Post Office Box 439 Anderson, SC 29622	Dianne Mizzell 864-260-5074 diannemizzell@anderson5.k12.sc.us 400 Pearman Road Anderson, SC 29622	Dr. Jonathan Jennings 864-260-5192 jonathanjennings@anderson5.net 2005 N. Main Street Anderson, SC 29621	Jeanne Yarborough, Executive Director 864-222-0410 1stepsac@bellsouth.net Post Office Box 41 Anderson, SC 29622	Mrs. Rubye Jones 864-233-4128 share@bellsouth.net S.H.A.R.E. Head Start & Early Head Start 652 Rutherford Road Greenville, SC 29609

South Carolina Early Childhood Education District Contacts

School District	State Dept. of Education Early Childhood Coord.	Early Childhood Coordinator	Parenting/Family Literacy	Adult Education	First Steps	Head Start
Bamberg 1	Region 1 Amy DeCola 803-734-1106 adecola@sde.state.sc.us	Ricky Kearse 803-245-6505 rkearse@bamberg1.net Post Office Box 1129 Bamberg, SC 29003	Ricky Kearse 803-245-5227 rkearse@bamberg1.net Post Office Box 953 Bamberg, SC 29003	James L. Washburn 803-284-1444 albaedu2@bellsouth. Post Office Box 185 Blackville, SC 29817	Paulette Plowden 803-245-6513 pplowden29042@yahoo.com Post Office Box 1129 Bamberg, SC 29003	
Bamberg 2	Region 1 Amy DeCola 803-734-1106 adecola@sde.state.sc.us	Thelma Sojourner 803-793-5041 tsojourner@bamberg2.k12.sc.us 62 Holly Street Denmark, SC 29042	Anna Mooror 803-793-5041 amoorer@bamberg2.k12.sc.us 62 Holly Street Denmark, SC 29042	James L. Washburn 803-284-2234 albaedu2@bellsouth.net Post Office Box 185 Blackville, SC 29817	Paulette Plowden 803-245-6513 pplowden29042@yahoo.com Post Office Box 1129 Bamberg, SC 29003	
Barnwell 19	Region 1 Amy DeCola 803-734-1106 adecola@sde.state.sc.us	Carolyn Shealy 803-284-5605 cshealy@barnwell19.net Post Office Box 185 Blackville, SC 29817	Lindsey Toomer 803-284-4424 ltoomer@barnwell19.k12.sc.us Post Office Box 185 Blackville, SC 29817	James L. Washburn 803-284-1444 albaedu2@bellsouth. Post Office Box 185 Blackville, SC 29817	Ethel Faust 803-284-3160 bfwellfirststeps@bellsouth.net 695 Main Street Blackville, SC 29817	Juanita Love Aiken-Barnwell Head Start 803-649-1465 jgallman2@juno.com Post Office Box 882 Aiken, SC 29802
Barnwell 29	Region 1 Amy DeCola 803-734-1106 adecola@sde.state.sc.us	Gloria Smith 803-266-7878 gsmith@williston.k12.sc.us 12255 West Main Street Williston, SC 29853	Eartha Holmes 803-266-3472 eholmes@williston.k12.sc.us 410 E. Main Street Williston, SC 29853	James L. Washburn 803-284-1444 albaedu2@bellsouth. Post Office Box 185 Blackville, SC 29817	Ethel Faust 803-284-3160 bfwellfirststeps@bellsouth.net 695 Main Street Blackville, SC 29817	Juanita Love Aiken-Barnwell Head Start 803-649-1465 jgallman2@juno.com Post Office Box 882 Aiken, SC 29802
Barnwell 45	Region 1 Amy DeCola 803-734-1106 adecola@sde.state.sc.us	Loretta Atkinson 803-541-1320 latkinson@barnwell45.k12.sc.us Bettie Lexie Bedford bbedford@barnwell45.k12.sc.us 734 Hagood Avenue Barnwell, SC 29812	Bette Bedford 803-541-1347 bbedford@barnwell45.k12.sc.us 2012 Hagood Avenue Barnwell, SC 29812	James L. Washburn 803-284-1444 albaedu2@bellsouth. Post Office Box 185 Blackville, SC 29817	Ethel Faust 803-284-3160 bfwellfirststeps@bellsouth.net 695 Main Street Blackville, SC 29817	Juanita Love Aiken-Barnwell Head Start 803-649-1465 jgallman2@juno.com Post Office Box 882 Aiken, SC 29802
Beaufort	Region 1 Amy DeCola 803-734-1106 adecola@sde.state.sc.us	Kay Newsome 843-521-2439 k63668@beaufort.k12.sc.us Post Office Box 301 Beaufort, SC 29901	Cynthia Davis 843-521-2399 cd6824@beaufort.k12.sc.us Post Office Box 309 Beaufort, SC 29901	Maxine Stevenson 843-322-5409 mhs5782@beaufort.k12.sc.us Post Office Drawer Beaufort, SC 29901	Dorothy Davis 843-379-7837 ed1steps@hargray.com 2201 Boundary St Carolina Cove, Suite 1212 Beaufort, SC 29903-6421	Roy Stehle 843-322-2332 rms2593@beaufort.k12.sc.us Migrant Head Start 1300 King Street Beaufort, SC 29902
Berkeley	Region 1 Amy DeCola 803-734-1106 adecola@sde.state.sc.us	Debi Dye 843-899-8695 deborahdye@berkeley.k12.sc.us Post Office Box 608 Moncks corner, SC 29461	Debi Dye 843-899-8695 deborahdye@berkeley.k12.sc.us Post Office Box 608 Moncks corner, SC 29461	Jean McCrary Turner 843-899-8703 jeanturner@berkeley.k12.sc.us 107 East Main Street Moncks corner, SC 29461	Angela Simmons 843-824-8989 w-angiesimmons@berkeley.k12.sc.us 304 Longstreet Road Summerville, SC 29483	James Pasley 843-761-8244 bdcedc@omfpave/ Berkeley-Dorchester-Charleston Counties Head Start 4 Belt Drive Moncks Corner, SC 29461
Calhoun	Region 2 Harriette Jenerette 803-734-4708 HJeneret@sde.state.sc.us	Lyn Dukes 803-655-5317 ldukes@ccps.calhoun.k12.sc.us Post Office Box 215 St. Matthews, SC 29135	Lyn Dukes 803-655-5317 ldukes@ccps.calhoun.k12.sc.us Post Office Box 215 St. Matthews, SC 29135	Everleen McFadden 803-655-5268 emcfadden@ccps.calhoun.k12.s c.us 307 Caw Caw, Highway #6 St. Matthews, SC 29135	Virginia Newman, Executive Dir. 803-655-5126 calhoun1steps@alltel.net Post Office Box 195 St. Matthews, SC 29135	

South Carolina Early Childhood Education District Contacts

School District	State Dept. of Education Early Childhood Coord.	Early Childhood Coordinator	Parenting/Family Literacy	Adult Education	First Steps	Head Start
Charleston	Amy DeCola	Phyllis Ford 843-937-6563 Phyllis_ford@charleston.k12.sc.us 75 Calhoun Street Charleston, SC 29556	Carolyn Trammell 843-937-6424 Carolyn_trammel@ccsd.k12.sc.us 75 Calhoun Street Charleston, SC 29556	Susan Friedrich 843-937-6325 susan_friedrich@charleston.k12.sc.us 75 Calhoun Street Charleston, SC 29401	Roberta Pinckney 843-887-3929 rhp@tds.net 873 Longpoint Road Mount Pleasant, SC 29464	James Pasley 843-761-8244 bdcedc@omfpave/ Berkeley-Dorchester-Charleston Counties Head Start 4 Belt Drive Moncks Corner, SC 29461
Cherokee	Region 4 Dr. Diane Willis 803-734-8103 DWillis@sde.state.sc.us	Kim Bagwell 864-902-3545 kim.bagwell@gw.cherokee1.k12.sc.us Post Office Box 460 Gaffney, SC 29342	Kim Bagwell 864-902-3545 kim.bagwell@gw.cherokee1.k12.sc.us Post Office Box 460 Gaffney, SC 29342	Jerry Harmon 864-487-7152 jerry.harmon@gw.cherokee1.k12.sc.us Post Office Box 460 Gaffney, SC 29342	Nikol Withrow, Executive Dir. 864-487-9461 cc1ststeps@bellsouth.net 1231 N. Limestone Street Gaffney, SC 29342	Robert Lytes, Director 864-585-8183 x 4531 ralytes@jedmontca.org Piedmont C.A.A. 704 Howard Street Spartanburg, SC 29304
Chester	Region 4 Dr. Diane Willis 803-734-8103 DWillis@sde.state.sc.us	Carolyn Grant 803-581-9519 carolyng@chester.k12.sc.us 109 Hinton Street Chester, SC 29706	Terry D. Jones 803-581-9502 dshannon@chester.k12.sc.us 161 Columbia Street Chester, SC 29706	Danny Scruggs 803-581-9363 scrugd_ae@chester.k12.sc.us 161 Columbia Street Chester, SC 29706	Centuria Watson, Executive Director 803-385-6174 firststepsc@chestertel.com Post Office Box 1728 Chester, SC 29706	Linnie Miller, Director 803-366-5569 linniem@rhtc.net Carolina C.A.A. HS 138 South Oakland Ave. Rock Hill, SC 29730
Chesterfield	Region 4 Dr. Diane Willis 803-734-8103 DWillis@sde.state.sc.us	Ann Huntley 843-623-2175 x 120 ahuntley@chesterfield.k12.sc.us 401 West Boulevard Chesterfield, SC 29709	Frieda Ellerbe 843-921-1040 fellerbe@chesterfield.k12.sc.us 316 Front Street Chesterfield, SC 29520	Frieda Ellerbe 843-921-0049 fellerbe@chesterfield.k12.sc.us Post Office Box 271 Cheraw, SC 29520	Karen Martini, Executive Dir. 843-623-5904 karenmartini2003@yahoo.com Post Office Box 553 Chesterfield, SC 29709	Carrie Turner, Director 843-320-9760 carritheadstart@yahoo.com Chesterfield-Marlboro E.O.C. Head Start 318-322 Front Street Cheraw, SC 29520
Clarendon 1	Region 2 Harriette Jenerette 803-734-4708 HJeneret@sde.state.sc.us	Omega Hilton 803-485-2325 ohilton@clarendon1.k12.sc.us Post Office Box 38 Summerton, SC 29148	Barbara Ragin 803-478-7818 bragin@clar1.k12.sc.us Box 38 Summerton, SC 29148	Mary Anne Moore 803-473-2531 mamooore@ftc-i.net Post Office Box 1249 Manning, SC 29102	Sharon Williams, Executive Director 803-435-0796 clarendonfs@ftc-i-net Post Office Box 426 Manning, SC 29102	Vacant 803-435-8427 Manning Migrant Head Start 621-A West Huggins Street Manning, SC 29102
Clarendon 2	Region 2 Harriette Jenerette 803-734-4708 HJeneret@sde.state.sc.us	Connie Dennis 803-435-44345 cdennis@clarendon2.k12.sc.us Marie Gibbons 803-435-2268 mgibbons@clarendon2.k12.sc.us 2759 Raccoon Road Manning, SC 29102	Jennifer Nelson 803-473-4958 jnelson20032000@yahoo.com Post Office Box 1252 Manning, SC 29102	Mary Anne Moore 803-473-2531 mamooore@ftc-i.net Post Office Box 1249 Manning, SC 29102	Sharon Williams, Executive Director 803-435-0796 clarendonfs@ftc-i-net Post Office Box 426 Manning, SC 29102	Vacant 803-435-8427 Manning Migrant Head Start 621-A West Huggins Street Manning, SC 29102
Clarendon 3	Region 2 Harriette Jenerette 803-734-4708 HJeneret@sde.state.sc.us	Sheila Cusack Floyd sfloyd@clarendon3.org Post Office Box 7 New Zion, SC 29111	Mary Howard 843-659-2188 mhoward@clarendon3.org Post Office Box 270 Turbeville, SC 29162	Mary Anne Moore 803-473-2531 mamooore@ftc-i.net Post Office Box 1249 Manning, SC 29102	Sharon Williams, Executive Director 803-435-0796 clarendonfs@ftc-i-net Post Office Box 426 Manning, SC 29102	Vacant 803-435-8427 Manning Migrant Head Start 621-A West Huggins Street Manning, SC 29102

South Carolina Early Childhood Education District Contacts

School District	State Dept. of Education Early Childhood Coord.	Early Childhood Coordinator	Parenting/Family Literacy	Adult Education	First Steps	Head Start
Colleton	Region 1 Amy DeCola 803-734-1106 adecola@sde.state.sc.us	Martha Strickland 843-549-1438 mstrickland@mail.colleton.k12.sc.us 214 Bailey Street Walterboro, SC 29488	Lonnie Moore 843-549-1727 lmoore@mail.colleton.k12.sc.us 214 Bailey Street Walterboro, SC 29488	Lynn Jones 843-542-2973 ljones@mail.colleton.k12.sc.us 609 Colleton Loop Manning, SC 29102	Mary Jones, Executive Director 843-5429494 firststeps@mail.colleton.k12.sc.us 60 Chuckle Hill Road Walterboro, SC 29488	
Darlington	Region 5 Dr. Linda Mims 803-734-9052 LMims@sde.state.sc.us	Emily Lunn 843-398-2223 emily1@darlington.k12.sc.us 102 Park Street Darlington, SC 29532	Portia McJunkin 843-398-2857 portiam@darlington.k12.sc.us 501 Spring Street Darlington, SC 29532	Portia Mcjunkin 843-398-2856 portiam@darlington.k12.sc.us 501 Spring Street Darlington, SC 29532	Mamie Bostic, Executive Dir. 843-332-9386 bosticmc@earthlink.net 702-B W. Carolina Hartsville, SC 29550	Evelyn Patterson, Director 843-332-3923 epatterson@infoave.net Darlington County Head Start 904 South 4 th Street Hartsville, SC 29550
Dillon 1	Region 5 Dr. Linda Mims 803-734-9052 LMims@sde.state.sc.us	Joan Beth Page 843-759-3002 jpage@lakeviewschools.com Post Office Box 644 Lake View, SC 29563	Karen Moody 843-759-3003 kmoody@lakeviewschools.com Box 644 Lake View, SC 29563	Brooksie Singleton 843-774-1218 singleb@dillon2.k12.sc.us 214 W. Main Street Dillon, SC 29536	Dr. Daniel W. Blue, Jr. Executive Director 843-774-0061 dcfstps@bellsouth.net Post Office Box 295 Dillon, SC 29536	Kathryn Woods, Director 843-678-3414 iamkswoods@aol.com Pee Dee C.A.A. Head Start Post Office Drawer 3970 Florence, SC 29502-3970
Dillon 2	Region 5 Dr. Linda Mims 803-734-9052 LMims@sde.state.sc.us	Lynne Liebenrood 843-841-6966 liebenrood@dillon2.k12.sc.us 410 Cleveland Street Dillon, SC 29536	Lynn Liebenrood 843-774-1205 liebenrood@dillon2.k12.sc.us 410 Cleveland Street Dillon, SC 29536 durhamj@fort-mill.k12.sc.us	Brooksie Singleton 843-774-1218 singleb@dillon2.k12.sc.us 214 W. Main Street Dillon, SC 29536	Dr. Daniel W. Blue, Jr. Executive Director 843-774-0061 dcfstps@bellsouth.net Post Office Box 295 Dillon, SC 29536	Kathryn Woods, Director 843-678-3414 iamkswoods@aol.com Pee Dee C.A.A. Head Start Post Office Drawer 3970 Florence, SC 29502-3970
Dillon 3	Region 5 Dr. Linda Mims 803-734-9052 LMims@sde.state.sc.us	Cynthia LeGette 843-752-7101 cindy@mail.dillon3.k12.sc.us 502 N Richardson Street Latta, SC 29565	Cynthia LeGette 843-752-7101 cindy@mail.dillon3.k12.sc.us 502 N Richardson Street Latta, SC 29565	Brooksie Singleton 843-774-1218 singleb@dillon2.k12.sc.us 214 W. Main Street Dillon, SC 29536	Dr. Daniel W. Blue, Jr. Executive Director 843-774-0061 dcfstps@bellsouth.net Post Office Box 295 Dillon, SC 29536	Kathryn Woods, Director 843-678-3414 iamkswoods@aol.com Pee Dee C.A.A. Head Start Post Office Drawer 3970 Florence, SC 29502-3970
Dorchester 2	Amy DeCola	Susan Gaston 843-832-5541 sgaston@dorchester2.k12.sc.us 801 John McKissick Way Summerville, SC 29483	Susan Gaston 843-873-2901 sgaston@dorchester2.k12.sc.us 801 John McKissick Way Summerville, SC 29483	Julie Anne Kornanhrens 843-873-7372 jkornahrens@dorchester2.k12.sc.us 1325 A Boone Hill Road Summerville, SC 29483	Vanessa Goodwin, Executive Dir. 843-873-3507 dcfirststeps@hotmail.com Post Office Box 606 Summerville, SC 29484	James Pasley 843-761-8244 bdcedc@omfpave/ Berkeley-Dorchester-Charleston Counties Head Start 4 Belt Drive Moncks Corner, SC 29461
Dorchester 4	Amy DeCola	Jerry Montjoy 843-462-7629 jmontjoy@mail.dd4.k12.sc.us 810 Schoolhouse Road Dorchester, SC 29437	Michelle Glover 843-563-5923 mglover@mail.title1.k12.sc.us 190 S. Metts Street St. George, SC 29477	Julie Anne Kornanhrens 843-873-7372 jkornahrens@dorchester2.k12.sc.us 1325 A Boone Hill Road Summerville, SC 29483	Vanessa Goodwin, Executive Dir. 843-873-3507 dcfirststeps@hotmail.com Post Office Box 606 Summerville, SC 29484	James Pasley 843-761-8244 bdcedc@omfpave/ Berkeley-Dorchester-Charleston Counties Head Start 4 Belt Drive Moncks Corner, SC 29461
Edgefield	Amy DeCola	David Mathis 803-275-4601 dmathis@edgefield.k12.sc.us Post Office Box 608 Edgefield, SC 29824	Lena Baker 803-275-4158 lbaker@edgefield.k12.sc.us Box 608 Edgefield, SC 29824	Dorothy Peterson 803-275-1788 dpeterson@edgefield.k12.sc.us Post Office Box 608 Edgefield, SC 29824	Candi Lalonde 803-275-0800 firststeps@aidenelectric.net Post Office Box 295 Edgefield, SC 29824	Dr. Thomas McCain 864-223-8434 tmccain@gleamshrc.org GLEAMS Head Start 237 North Hospital Street Greenwood, SC 29646

South Carolina Early Childhood Education District Contacts

School District	State Dept. of Education Early Childhood Coord.	Early Childhood Coordinator	Parenting/Family Literacy	Adult Education	First Steps	Head Start
Fairfield	Region 4 Dr. Diane Willis 803-734-8103 DWillis@sde.state.sc.us	Pinkey Dukes 843-635-4859 pdukes@fairfield.k12.sc.us 560 Fairfield Street Winnsboro, SC 29180	Pinkey Dukes 843-635-4859 pdukes@fairfield.k12.sc.us 560 Fairfield Street Winnsboro, SC 29180	Dr. Bettye Bellamy 803-635-7823 bbellamy@fairfield.k12.sc.us 542 Fairfield Street Winnsboro, SC 29180	Cheryl Caldwell, Exec. Director 803-635-1590 fccouncil@chestertel.com Post Office Box 215 Winnsboro, SC 29180	
Florence 1	Region 5 Dr. Linda Mims 803-734-9052 LMims@sde.state.sc.us	Dr. Floyd Creech 843-673-1129 fcreech@fsd1.org 319 S Dargan Street Florence, SC 29506	Diana Bailey 843-673-5700 dbailey@fsd1.org 319 S Dargan Street Florence, SC 29506	Til Freeman 843-664-8152 tfreeman@poynor.com 301 S. Dargan Street Florence, SC 29506	Spencer Scott Executive Dir. 843-629-0202 fcfs1@bellsouth.net 159 North Coit Street Florence, SC 29501	Kathryn Woods, Director 843-678-3414 iamkswoods@aol.com Pee Dee C.A.A. Head Start Post Office Drawer 3970
Florence 2	Region 5 Dr. Linda Mims 803-734-9052 LMims@sde.state.sc.us	Charles Hyman 843-493-2502 chyman@flo2.k12.sc.us 2121 South Pamplico Highway Pamplico, SC 29583	Bobby Belin 843-493-5781 bbelin@flo2.k12.sc.us 2121 South Pamplico Highway Pamplico, SC 29583	Dr. Mark Evans 843-374-5517 mevans@florence3.k12.sc.us 209 Graham Road Lake City, SC 29560	Spencer Scott Executive Dir. 843-629-0202 fcfs1@bellsouth.net 159 North Coit Street Florence, SC 29501	Kathryn Woods, Director 843-678-3414 iamkswoods@aol.com Pee Dee C.A.A. Head Start Post Office Drawer 3970
Florence 3	Region 5 Dr. Linda Mims 803-734-9052 LMims@sde.state.sc.us	Dianne Oliver 843-374-5517 doliver@florence3.k12.sc.us Post Office Drawer 1389 Lake City, SC 29560	Dianne Oliver 843-374-5517 doliver@florence3.k12.sc.us Post Office Drawer 1389 Lake City, SC 29560	Dr. Mark Evans 843-374-5517 mevans@florence3.k12.sc.us 209 Graham Road Lake City, SC 29560	Spencer Scott Executive Dir. 843-629-0202 fcfs1@bellsouth.net 159 North Coit Street Florence, SC 29501	Kathryn Woods, Director 843-678-3414 iamkswoods@aol.com Pee Dee C.A.A. Head Start Post Office Drawer 3970
Florence 4	Region 5 Dr. Linda Mims 803-734-9052 LMims@sde.state.sc.us	Patty Stewart 843-346-4953 bert_29104@yahoo.com 220 North Pickney Street Timmonsville SC 29161	Minnie Samuel 843-346-5391 msamuel@florence4.k12.sc.us 220 North Pickney Street Timmonsville SC 29161	Til Freeman 843-664-8152 tfreeman@poynor.com 301 S. Dargan Street Florence, SC 29506	Spencer Scott Executive Dir. 843-629-0202 fcfs1@bellsouth.net 159 North Coit Street Florence, SC 29501	Kathryn Woods, Director 843-678-3414 iamkswoods@aol.com Pee Dee C.A.A. Head Start Post Office Drawer 3970
Florence 5	Region 5 Dr. Linda Mims 803-734-9052 LMims@sde.state.sc.us	Randy Smiley 843-386-2358 rsmiley@flo5.k12.sc.us Box 98 Johnsonville, SC 29555	Randy Smiley 843-386-3663 rsmiley@flo5.k12.sc.us Box 98 Johnsonville, SC 29555	Til Freeman 843-664-8152 tfreeman@poynor.com 301 S. Dargan Street Florence, SC 29506	Spencer Scott Executive Dir. 843-629-0202 fcfs1@bellsouth.net 159 North Coit Street Florence, SC 29501	Kathryn Woods, Director 843-678-3414 iamkswoods@aol.com Pee Dee C.A.A. Head Start Post Office Drawer 3970
Georgetown	Region 5 Dr. Linda Mims 803-734-9052 LMims@sde.state.sc.us	Celeste Pringle 843-436-7174 cpringle@gcsd.k12.sc.us 2018 Church Street Georgetown, SC 29440	Martha Davis 843-436-7208 mmdavis@gcsd.k12.sc.us 2018 Church Street Georgetown, SC 29440	Marshall Lynn Kirtley 843-546-1966 lkirtley@gcsd.k12.s.us 500 S. Kaminski Street Georgetown, SC 29440	Carol Daly, Executive Dir. 843-520-1830 ed.firststeps@verizon.net Georgetown, SC29442	Wilhelmina Whitfield, Director 843-355-4671 wilhemia.whitfield@weoc.org Waccamaw E.O.C. Head Start 1305 Seaboard Road Andrews, SC 29510
Greenville	Region 3 Ruth Nodine 803-734-3540 RNodine@sde.state.sc.us	Karen Sparkman 864-241-3192 ksparkman@greenville.k12.sc.us 206 Wilkins Street Greenville, SC 29605	Joni Thomas 864-355-7361 jjthomas@greenville.k12.sc.us Overbrook CDC 111 Laurens Road Greenville, SC 29607	Dr. Charles W. Welch 864-241-3385 cwelch@greenville.k12.sc.us 206 Wilkins Street Greenville, SC	David White, Executive Dir. 864-467-3239 1stepsgc@bellsouth.net 24 Vardry Street, Suite 404 Greenville, SC 29601	Venie Jones 864-271-6960 shrehs@infoave.net S.H.A.R.E. Head Start & Early Head Start 652 Rutherford Road Greenville, SC 29609
Greenwood 50	Region 4 Dr. Diane Willis 803-734-8103 DWillis@sde.state.sc.us	Janell Alston 864-941-5461 alstonj@mail.gwd50 Post Office Box 248 Greenwood, SC 29648	Glennis Cannon 864-864-941-5484 cannong@gwd50.k12.sc.us Post Office Box 248 Greenwood, SC 29648	Belinda Dorn Turner 864-941-5449 turnerbd@mail.gwd50.k12.sc.us Post Office Box 248 Greenwood, SC 29648	Michael Gaskin, Executive Director 864-229-4103 firststeps@greenwood.net 110 Phoenix Street Greenwood, SC 29646	Rebecca Wood GLEAMS Early Head Start 864-223-9748 1801 72 Bypass Northeast Greenwood, SC 29648

South Carolina Early Childhood Education District Contacts

School District	State Dept. of Education Early Childhood Coord.	Early Childhood Coordinator	Parenting/Family Literacy	Adult Education	First Steps	Head Start
Greenwood 51	Region 4 Dr. Diane Willis 803-734-8103 DWillis@sde.state.sc.us	Marie Milam 864-456-7496 mmilam@gwd51.k12.sc.us 42 Sparks Avenue Ware Shoals, SC 29692	Jenny Pitts 864-456-7496 jpitts@gwd51.k12.sc.us 25 East Main Street Ware Shoals, SC 29692	Belinda Dorn Turner 864-941-5449 turnerbd@mail.gwd50.k12.sc.us Post Office Box 248 Greenwood, SC 29648	Michael Gaskin, Executive Director 864-229-4103 firststeps@greenwood.net 110 Phoenix Street Greenwood, SC 29646	Rebecca Wood GLEAMS Early Head Start 864-223-97481 801 72 Bypass Northeast Greenwood, SC 29648
Greenwood 52	Region 4 Dr. Diane Willis 803-734-8103 DWillis@sde.state.sc.us	Rhonda McDowell 864-543-4061 rmcdowel@greenwood52.org 605 Johnstone Road Ninety Six, SC 29666	Rhonda McDowell 864-543-3100 rmcdowel@greenwood52.org 605 Johnstone Road Ninety Six, SC 29666	Belinda Dorn Turner 864-941-5449 turnerbd@mail.gwd50.k12.sc.us Post Office Box 248 Greenwood, SC 29648	Michael Gaskin, Executive Director 110 Phoenix Street Greenwood, SC 29646 864-229-4103 firststeps@greenwood.net	Rebecca Wood GLEAMS Early Head Start 864-223-9748 1801 72 Bypass Northeast Greenwood, SC 29648
Hampton 1	Region 1 Amy DeCola 803-734-1106 adecola@sde.state.sc.us	Marelyn Murdaugh 4K 803-943-9434 murdaugh@hampton1.k12.sc.us Post Office Box 784 Hampton, SC 29924 Donna Kinard 5K 803-943-2376 dkinard@hampton1.k12.sc.us Post Office Box 367 Varnville, SC 29944	Donna Kinard 803-943-3659 dkinard@rocketmail.com Post Office Box 367 Varnville, SC 29944	Mary Ann Atkins 803-943-4717 atimar2000@yahoo.com Post Office Box 177 Hampton, SC 29924	Hazel Smith 803-943-5513 hazcsmith@hargray.com Post Office Box 1249 Varnville, SC 29944	Karen Whitaker 843-835-2760 lcaheadstart@lowcountry.com Low Country C.A.A. Head Start 807 Hampton Street Walterboro, SC 29488
Hampton 2	Region 1 Amy DeCola 803-734-1106 adecola@sde.state.sc.us	Daisey ORR 803-625-5030 orrdai@hampton2.k12.sc.us Post Office Box 1028 Estell, SC 29918	Louise Deloach 803-625-4733 delolou@hampton2.k12.sc.us Post Office Box 1028 Estell, SC 29918	Mary Ann Atkins 803-943-4717 atimar2000@yahoo.com Post Office Box 177 Hampton, SC 29924	Hazel Smith 803-943-5513 hazcsmith@hargray.com Post Office Box 1249 Varnville, SC 29944	Karen Whitaker 843-835-2760 lcaheadstart@lowcountry.com Low Country C.A.A. Head Start 807 Hampton Street Walterboro, SC 29488
Horry	Region 5 Dr. Linda Mims 803-734-9052 LMims@sde.state.sc.us	Shannon DuBose 843-488-6793 sdubose@do.ches.k12.sc.us Post Office Box 260005 Conway, SC 29528	Lorraine Coe 843-488-6230 lcoe@cec.hcs.k12.sc.us 1605 Church Street Conway, SC 29527	Joan Grimmett 843-488-6200 jgrimme@do.hes.k12.sc.us 1620 Sherwood Drive Conway, SC 29526	Susan Sutton, Executive Dir. 843-349-4050 ssutton@coastal.edu Post Office Box 261954 Conway, SC 29526	Wilhelminia Whitfield, Dir. 843-356-4671 wilhemia.whitfield@weoc.org Waccamaw E.O.C. Head Start 1305 Seaboard Road Andrews, SC 29510
Jasper	Region 1 Amy DeCola 803-734-1106 adecola@sde.state.sc.us	Marva Tigner 843-717-1150 mtigner@jcsd.net Post Office Box 848 Ridgeland, SC 29936	Shirley Garvin 843-717-1113 sgarvin@jcsd.net Post Office Box 848 Ridgeland, SC 29936	Mary Ann Atkins 803-943-4717 atimar2000@yahoo.com Post Office Box 177 Hampton, SC 29924	Cathy Gardner, Executive Director 803-432-4841 E-jasperfirststeps@yahoo.com Post Office Box 776 105 East Main Street Ridgeland, SC 29936	Julia Burns 843-470-4505 Beaufort/Jasper Early Head Start 1905 Duke Street, Suite 250 Beaufort, SC 29902
Kershaw	Region 4 Dr. Diane Willis 803-734-8103 DWillis@sde.state.sc.us	Tim Hopkins 803-432-8416 hopkinst@kcsd.k12.sc.us 1301 Dubose Court Camden, SC 29020	Connie Sheron 803-424-2842 sheornc@kcsd.k12.sc.us Parent Center 1000 York Street Camden, SC 29020	Dr. Carolyn Ham 803-425-8980 hamc@kcsd.k12.sc.us	Kimberley Jordan, Executive Director 803-432-7756 kjfirststeps@charterinternet.com Post Office Box 669 Camden, SC 29020	Georgia Mance, Director 803-773-1291 gmance@infoave.net Wateree C.A.A. Head Start & Migrant Head Start 1155 North Lafayette Boulevard Sumter, SC 29150-5126

South Carolina Early Childhood Education District Contacts

School District	State Dept. of Education Early Childhood Coord.	Early Childhood Coordinator	Parenting/Family Literacy	Adult Education	First Steps	Head Start
Lancaster	Region 4 Dr. Diane Willis 803-734-8103 DWillis@sde.state.sc.us	Dr. LaVilla Brevard 803-416-8847 lbread@lcsd.k12.sc.us Post Office Box 130 Lancaster, SC 29721	Patricia Gilliam-Robinson 803-416-8825 pgilliam@lcsd.k12.sc.us 300 South Catawba Street Lancaster, SC 29721	Jim Howey 803-285-9281 jhowey@lcsd.k12.sc.us Post Office Box 130 Lancaster, SC 29721	Lora P. Bryson, Executive Dir. 803-286-9512 lc1steps@infoave.net 115W. Arch Street, Suite 105 Lancaster, SC 29702	Linnie Miller, Director 803-366-5569 linniem@rhtc.net Carolina C.A.A. Head Start 138 South Oakland Avenue Rock Hill, SC 29730
Laurens 55	Region 4 Dr. Diane Willis 803-734-8103 DWillis@sde.state.sc.us	Dr. Nancy Thompson 864-984-3568 nthompson@laurens55.k12.sc.us 1029 West Main Street Laurens, SC 29360	Dr. Kenneth Alexander 864-681-5437 kalexander@laurens55.k12.sc.us 400 Church Street Laurens, SC 29360	Randy Wright 864-938-1524 rwright@laurens55.k12.sc.us 663 Medical Ridge Road Clinton, SC 29325	Eston Marchant, Exec Director 864-938-1501 merchant.e@ptc.edu Higher Education Center 663 Medical Ridge Road Clinton, SC 29325	Dr. Thomas McCain GLEAMS Head Start 864-223-8434 tmccain@gleamshrc.org 237 North Hospital Street Greenwood, SC 29646
Laurens 56	Region 4 Dr. Diane Willis 803-734-8103 DWillis@sde.state.sc.us	Nancy Roland 864-833-0802 nsroland@laurens56.k12.sc.us 600 East Florida Street Clinton, SC 29325	Nancy Roland 803-833-0800 nsroland@laurens56.k12.sc.us 600 East Florida Street Clinton, SC 29325	Randy Wright 864-938-1524 rwright@laurens55.k12.sc.us 663 Medical Ridge Road Clinton, SC 29325	Eston Marchant, Exec. Director 864-938-1501 merchant.e@ptc.edu Higher Education Center 663 Medical Ridge Road Clinton, SC 29325	Dr. Thomas McCain GLEAMS Head Start 864-223-8434 tmccain@gleamshrc.org 237 North Hospital Street Greenwood, SC 29646
Lee	Region 2 Harriette Jenerette 803-734-4708 HJeneret@sde.state.sc.us	Janice Rivers 803-484-5327 x 320 riverj@lee.k12.sc.us Post Office Box 507 Bishopville, SC 29010	LBertha S. Scott 803-484-5327 scottb@lee.k12.sc.us Post Office Box 507 Bishopville, SC 29010	Sharon Teigue 803-778-6432 dburns@spart7.k12.sc.us 35 Council Street Sumter, SC 29150	Alexis Pipkins, Sr., Executive Director 803-484-5110 leeco1ststep@ftc-i.net Post Office Box 344 Bishopville, SC 29010	Georgia Mance 803-773-1291 gmance@infoave.net Wateree C.A.A. Head Start 1155 North Lafayette Boulevard Sumter, SC, 29150-5126
Lexington 1	Region 2 Harriette Jenerette 803-734-4708 HJeneret@sde.state.sc.us	Johnnie Boatwright 803-951-8317 ginah@lex2.k12.sc.us 100 Tarrar Springs Road Lexington SC 29072	Dr. Clare Hodge 803-808-1462 chodge@lexington1.net Post Office Box 1869 Lexington, SC 29071	Myles Newman 803-359-4036 mnewman@lexington1.net 2421 Augusta Highway Lexington, SC 29072	James Riddle, Jr., Executive Director 803-532-6861 jriddle@lex3.k12.sc.us 101 West Columbia Avenue Batesburg-Leesville, SC 29006	Audrey Witherspoon 803-275-4235 witherspoon@gleamshrc.org GLEAMNS Migrant Head Start 117 Cardinal Street Johnston, SC 29832
Lexington 2	Region 2 Harriette Jenerette 803-734-4708 HJeneret@sde.state.sc.us	Gina Henderson 803-926-5743 ginah@lex2.k12.sc.us Brenda Turner 803-739-4077 bturner@lex2.org 1218 Batchelor Street West Columbia, SC 29172	Gina Henderson 803-739-4042 ginah@lex2.k12.sc.us 1218 Batchelor Street West Columbia, SC 29169	Dr. Mary Collins 803-739-4198 mcollins@lex2.k12.sc.us 1218 Batchelor Street West Columbia, SC 29169	James Riddle, Jr., Executive Director 803-532-6861 jriddle@lex3.k12.sc.us 101 West Columbia Avenue Batesburg-Leesville, SC 29006	Audrey Witherspoon 803-275-4235 witherspoon@gleamshrc.org GLEAMNS Migrant Head Start 117 Cardinal Street Johnston, SC 29832
Lexington 3	Region 2 Harriette Jenerette 803-734-4708 HJeneret@sde.state.sc.us	Tom Sparks 803-532-6861 tsparks@lex3.k12.sc.us 101 West Columbia Avenue Batesburg-Leesville, SC 29006	Frances Bouknight 803-532-8004 fbouknight@lex3.k12.sc.us 338 West Columbia Avenue Batesburg-Leesville, SC 29006	John Stone 803-532-2141 jstone@lex3.k12.sc.us 101 West Columbia Avenue Batesburg-Leesville, SC 29006	James Riddle, Jr., Executive Director 803-532-6861 jriddle@lex3.k12.sc.us 101 West Columbia Avenue Batesburg-Leesville, SC 29006	Audrey Witherspoon 803-275-4235 witherspoon@gleamshrc.org GLEAMNS Migrant Head Start 117 Cardinal Street Johnston, SC 29832
Lexington 4	Region 2 Harriette Jenerette 803-734-4708 HJeneret@sde.state.sc.us	Dr. Linda Hawkins Pam Saylor 803-568-1000 lhawkins@lexington4.net 607 East Fifth Street Swansea, SC 29160	Larry Rabon 803-568-1000 lrabon@lexington4.net 607 East First Street Swansea, SC 29160	Dr. Mary Collins 803-739-4198 mcollins@lex2.k12.sc.us 1218 Batchelor Street West Columbia, SC 29169	James Riddle, Jr., Executive Director 803-532-6861 jriddle@lex3.k12.sc.us 101 West Columbia Avenue Batesburg-Leesville, SC 29006	Audrey Witherspoon 803-275-4235 witherspoon@gleamshrc.org GLEAMNS Migrant Head Start 117 Cardinal Street Johnston, SC 29832

South Carolina Early Childhood Education District Contacts

School District	State Dept. of Education Early Childhood Coord.	Early Childhood Coordinator	Parenting/Family Literacy	Adult Education	First Steps	Head Start
Lexington 5	Region 2 Harriette Jenerette 803-734-4708 HJeneret@sde.state.sc.us	Crystal Campbell 803-732-8241 ccampbel@lex5.k12.sc.us Post Office Box 938 Ballentine, SC 29002	Diane Hinson 803-732-8238 dhinson@lex5.k12.sc.us Post Office 938 Ballentine, SC 29002	Vickie Horn 803-732-8400 x 178 vhome@lex5.k12.sc.us 6745 St. Andrews Road Columbia, SC 29212	James Riddle, Jr., Executive Director 803-532-6861 jriddle@lex3.k12.sc.us 101 West Columbia Avenue Batesburg-Leesville, SC 29006	Audrey Witherspoon 803-275-4235 witherspoon@gleamshrc.org GLEAMNS Migrant Head Start 117 Cardinal Street Johnston, SC 29832
Marion 1	Region 5 Dr. Linda Mims 803-734-9052 LMims@sde.state.sc.us	Angie Grice Debbie Floyd 843-423-8335 agrice@marion1.k12.sc.us Easterling Elementary School 600 E Northside Avenue Marion, SC 29571	Helen Smith 843-423-8332 hsmith@marion1.k12.sc.us 616 Northside Avenue Marion, SC 29571	Scott Alexander 843-423-2591 scooterpoop56@yahoo.com Post Office Box 716 Marion, SC 29571	Spencer Scott Executive Director 843-423-8207 mcfs1@bellsouth.net 999E. Liberty Street Marion, SC 29571	Kathryn Woods, Director 843-678-3414 iamkswoods@aol.com Pee Dee C.A.A. Head Start Post Office Drawer 3970 Florence, SC 29502-3970
Marion 2	Region 5 Dr. Linda Mims 803-734-9052 LMims@sde.state.sc.us	Paula Grant 843-464-3723 pdgrant@marion2.k12.sc.us 111 Academy Street Mullins, SC 29574	Paula Grant 843-464-3725 pdgrant@marion2.k12.sc.us Post Office Box 689 Mullins, SC 29574	Scott Alexander 843-423-2591 scooterpoop56@yahoo.com Post Office Box 716 Marion, SC 29571	Spencer Scott Executive Director 843-423-8207 mcfs1@bellsouth.net 999E. Liberty Street Marion, SC 29571	Kathryn Woods, Director 843-678-3414 iamkswoods@aol.com Pee Dee C.A.A. Head Start Post Office Drawer 3970 Florence, SC 29502-3970
Marion 7	Region 5 Dr. Linda Mims 803-734-9052 LMims@sde.state.sc.us	Dr. Jane Pulling 843-423-2891 x 26 jpulling@marion7.k12.sc.us Post Office Drawer 1439 Rains, SC 29589-1439	Milton Marley 843-423-2891 mmarley@marion7.k12.sc.us Post Office Drawer 1439 Rains, SC 29589-1439	Scott Alexander 843-423-2591 scooterpoop56@yahoo.com Post Office Box 716 Marion, SC 29571	Spencer Scott Executive Director 843-423-8207 mcfs1@bellsouth.net 999E. Liberty Street Marion, SC 29571	Kathryn Woods, Director 843-678-3414 iamkswoods@aol.com Pee Dee C.A.A. Head Start Post Office Drawer 3970 Florence, SC 29502-3970
Marlboro	Region 5 Dr. Linda Mims 803-734-9052 LMims@sde.state.sc.us	Millie Baker 843-454-2040 mbaker@marlboro.k12.sc.us Post Office Box 947 Bennettsville, SC 29512	Gwendolyn Dixon-Coe 843-454-2022 gcoe@marlboro.k12.sc.us Post Office Box 947 Bennettsville, SC 29512	Herbert Gould 843-479-5923 hgould@marlboro.k12.sc.us 215 Broad Street Bennettsville, SC 29512	Randall Johnson, Executive Director 843-479-4200 mc1steps@bellsouth.net Post Office Box 249 Bennettsville, SC 29512	Carrie Turner, Director 843-320-9760 carriethedstart@yahoo.com Chesterfield-Marlboro E.O.C. Head Start Post Office Box 877 Cheraw, SC 29520
McCormick	Region 3 Ruth Nodine 803-734-3540 RNodine@sde.state.sc.us	Alice McNeil 864-852-2435- x 225 mcneila@mccormick.k12.sc.us 821 North Mine Street McCormick, SC 29835	Luella Crosby 864-443-5617 EvenStart@wctel.net 821 North Mine Street McCormick, SC 29835	Mamie Banks 864-465-2058 banks@mccormick.k12.sc.us 821 N. Mine Street McCormick, SC 29835	Dorothy Warren 864-852-9018 firststepsmc@wctel.net Post Office Box 1060 McCormick, SC 29835	Dr. Thomas McCain GLEAMS Head Start 864-223-8434 tmccain@gleamshrc.org 237 North Hospital Street Greenwood, SC 29646
Newberry	Region 4 Dr. Diane Willis 803-734-8103 DWillis@sde.state.sc.us	David Jenkins 803-321-2600 djenkins@newberry.k12.sc.us Post Office Box 718 Newberry, SC 29108	Emily Crump-Saddler 803-321-2613 saddler@newberry.k12.s.us Post Office Box 718 Newberry, SC 29108	David Green 803-321-2112 dgreen@newberry.k12.sc.us 591 McSwain Street Newberry, SC 29108	Patricia Caldwell, Director 803-276-1200 phenefirststeps@backroads.net PO Box 25 Newberry, SC 29108	Dr. Thomas McCain GLEAMS Head Start 864-223-8434 tmccain@gleamshrc.org 237 North Hospital Street Greenwood, SC 29646
Oconee	Region 3 Ruth Nodine 803-734-3540 RNodine@sde.state.sc.us	Dick Ellenburg 864-885-5026 ellenburg@oconee.k12.sc.us 600 Toccoa Highway Westminister, SC 29693	Dick Ellenburg 864-885-5257 ellenburg@oconee.k12.sc.us 625 North Townville Seneca SC 29678	Steve Willis 864-885-5014 swillis@oconee.k12.sc.us 615 North Townville Street Seneca, SC 29678	Marie Duncan, Executive Director 864-985-4357 dunnamsmith@mindspring.com 304 W.S. Fifth Street Seneca, SC 29678	

South Carolina Early Childhood Education District Contacts

School District	State Dept. of Education Early Childhood Coord.	Early Childhood Coordinator	Parenting/Family Literacy	Adult Education	First Steps	Head Start
Orangeburg 3	Region 2 Harriette Jenerette 803-734-4708 HJeneret@sde.state.sc.us	Dr. Deborah Brunson 803-496-3288x215 brunsond@obg3.k12.sc.us Post Office Box 98 Holly Hill, SC 29059	Dr. Deborah Brunson 803-496-3288x215 brunsond@obg3.k12.sc.us Post Office Box 98 Holly Hill, SC 29059	Laura Fogle 803-533-6401 foglel@octech.edu 770 Stilton Road Orangeburg, SC 29115	Sonia King, Executive Director 803-533-6441 sonia.king@orangeburgfirststep s.org Post Office Box 451 Nix Elementary School 770 Stilton Road Orangeburg, SC 29115	Necole Stroman 803-536-1027 ocabheadst@oburg.net OCAB C.A.A. Head Start 1822 Joe Jeffords Highway Orangeburg, SC 29115
Orangeburg 4	Region 2 Harriette Jenerette 803-734-4708 HJeneret@sde.state.sc.us	Betsy Cleckley 803-534-8081 cleckleyb@orangeburg4.com Post Office Box 110 Cardova, SC 29039	Shirlan Jenkins 803-534-8081 jenkinss@orangeburg4.com 3060 Slablanding Road Cordova, SC 29039	Laura Fogle 803-533-6401 foglel@octech.edu 770 Stilton Road Orangeburg, SC 29115	Sonia King, Executive Director 803-533-6441 sonia.king@orangeburgfirststep s.org Post Office Box 451 Nix Elementary School 770 Stilton Road Orangeburg, SC 29115	Audrey Witherspoon 803-275-4235 witherspoon@gleamshrc.org GLEAMNS Migrant Head Start 117 Cardinal Street Johnston, SC 29832
Orangeburg 5	Region 2 Harriette Jenerette 803-734-4708 HJeneret@sde.state.sc.us	Ione Saxon 803-533-7985 ids53@orangeburg5.k12.sc.us 578 Ellis Avenue Orangeburg, SC 29115	Barbara Sarjeant 803-516-6032 bgs94@orangeburg5.k12.sc.us 578 Ellis Avenue Orangeburg, SC 29115	Laura Fogle 803-533-6401 foglel@octech.edu 770 Stilton Road Orangeburg, SC 29115	Sonia King, Executive Director 803-533-6441 sonia.king@orangeburgfirststep s.org Post Office Box 451 Nix Elementary School 770 Stilton Road Orangeburg, SC 29115	Audrey Witherspoon 803-275-4235 witherspoon@gleamshrc.org GLEAMNS Migrant Head Start 117 Cardinal Street Johnston, SC 29832
Pickens	Region 3 Ruth Nodine 803-734-3540 RNodine@sde.state.sc.us	Tammy Day 864-855-8150 dayt@pickens.k12.sc.us 1348 Griffin Mill Road Easley, SC 29640	Stephanie Lackey 864-855-7875 lackysf@pickens.k12.sc.us 106 Glazner Street Easley, SC 29640	Mary Gaston 864-855-8198 gastonma@pickens.k12.sc.us Easley, SC 29640	Marilyn Madden, Exec. Director 864-654-3000 maddenmd@pickens.k12.sc.us 576 Edens Road Pickens, SC 29671	
Richland 1	Region 2 Harriette Jenerette 803-734-4708 HJeneret@sde.state.sc.us	Virginia Riddle 803-231-6709 vriddle@richlandone.org Christine LeBlanc 803-231-6825 cleblanc@richlandone.org 1225 Oak Street Columbia, SC 29204	Coretta McGill 803-231-6933 cmcgill@richlandone.org 1310 Lyon Street Columbia, SC 29204	Faye Houston 803-343-2935 fhouston@richlandone.org 2612 Covenant Road Columbia, SC 29204	Rick Noble, Executive Director 803-256-7237 rnoble@refirststeps.org Post Office Box 5100 Columbia, SC 29250	Dr. Thomas McCain 864-223-8434 tmccain@gleamshrc.org GLEAMNS Migrant Head Start 117 Cardinal Street Johnston, SC 29832
Richland 2	Region 2 Harriette Jenerette 803-734-4708 HJeneret@sde.state.sc.us	Beverly Joye 803-935-0123 bjoye@abcd.richland2.org 7900 Brookmont Lane Columbia, SC 29203	Marsha Moseley 803-738-3336 mmoseley@richland2.org 6831 Brookfield Road Columbia, SC 29206	Curtis Watson 803-736-8787 cwatson@aec.richland2.org 750 Old Clemson Road Columbia, SC 29229	Rick Noble, Executive Director 803-256-7237 rnoble@refirststeps.org Post Office Box 5100 Columbia, SC 29250	Dr. Thomas McCain 864-223-8434 tmccain@gleamshrc.org GLEAMNS Migrant Head Start 117 Cardinal Street Johnston, SC 29832
Saluda	Region 2 Harriette Jenerette 803-734-4708 HJeneret@sde.state.sc.us	Rosemary Patterson 864-445-8441 rpatters@saluda.k12.sc.us 404North Wise Road Saluda, SC 29138	Rosemary Patterson 864-445-8441 rpatter@saluda.k12.sc.us 404North Wise Road Saluda, SC 29138	Jay Freeman 864-445-8441 jfreeman@saluda.k12.sc.us 140 Ivory Key Road Saluda, SC 29138	Deborah Padgett, Director 803-532-6497 dmpadgett@lex3.k12.sc.us PO Box 974 Saluda, SC 29138	Dr. Thomas McCain GLEAMS Head Start 864-223-8434 tmccain@gleamshrc.org237 North Hospital Street Greenwood, SC 29646

South Carolina Early Childhood Education District Contacts

School District	State Dept. of Education Early Childhood Coord.	Early Childhood Coordinator	Parenting/Family Literacy	Adult Education	First Steps	Head Start
Spartanburg 1	Region 3 Ruth Nodine 803-734-3540 RNodine@sde.state.sc.us	Ann Greene 864-472-2846 ann.greene@spartanburg1.k12.sc.us Post Office Box 218 Campobello, SC 29322	Cindy Willis 864-592-1970 cindy.willis@gw.spartanburg1.k12.sc.us Post Office Box 218 Campobello, SC 29322	Danny Burns 864-594-4428 dburns@spart7.k12.sc.us 309 Caulder Avenue Spartanburg, SC 29306	Carolyn Brooks, Executive Dir. 864-327-4900 cbrooks@lsteps.org 333 S. Pine Street Spartanburg, SC 29302	Robert Lytes 864-585-8183 x4531 ralytes@iedmontca.org Piedmont C.A.A. Head Start Post Office Box 5374 Spartanburg, SC 29304
Spartanburg 2	Region 3 Ruth Nodine 803-734-3540 RNodine@sde.state.sc.us	Barbara Mills 864-578-0128 Barbara.mills@spartanburg2.k12.sc.us 4606 Bridge Road Boiling Springs, SC 29316	Barbara Mills 864-578-0128 x 132 Barbara.mills@spartanburg2.k12.sc.us 4606 Parris Bridge Road Boiling Springs, 29316	Danny Burns 864-594-4428 dburns@spart7.k12.sc.us 309 Caulder Avenue Spartanburg, SC 29306	Carolyn Brooks, Executive Dir. 864-327-4900 cbrooks@lsteps.org 333 S. Pine Street Spartanburg, SC 29302	Robert Lyte 864-585-8183 x4531 ralytes@iedmontca.org Piedmont C.A.A. Head Start Post Office Box 5374 Spartanburg, SC 29304
Spartanburg 3	Region 3 Ruth Nodine 803-734-3540 RNodine@sde.state.sc.us	Donna E. Lipscomb 864-579-8000 delipsc@spa3.k12.sc.us P.O. Box 267 Glendale, SC 29307	Donna E. Lipscomb 864-579-8000 delipsc@spa3.k12.sc.us P.O. Box 267 Glendale, SC 29307	Danny Burns 864-594-4428 dburns@spart7.k12.sc.us 309 Caulder Avenue Spartanburg, SC 29306	Carolyn Brooks, Executive Dir. 864-327-4900 cbrooks@lsteps.org 333 S. Pine Street Spartanburg, SC 29302	Robert Lytes, Director 864-585-8183 x4531 ralytes@iedmontca.org Piedmont C.A.A. Head Start Post Office Box 5374 Spartanburg, SC 29304
Spartanburg 4	Region 3 Ruth Nodine 803-734-3540 RNodine@sde.state.sc.us	Connie McClain 864-476-3186 cmccclain@spartanburg4.org 118 McEdco Road Woodruff, SC 29388-9693	Connie McClain 864-476-3186 cmccclain@spartanburg4.org 118 McEdco Road Woodruff, SC 29388-9693	Danny Burns 864-594-4428 dburns@spart7.k12.sc.us 309 Caulder Avenue Spartanburg, SC 29306	Carolyn Brooks, Executive Dir. 864-327-4900 cbrooks@lsteps.org 333 S. Pine Street Spartanburg, SC 29302	Robert Lytes, Director 864-585-8183 x4531 ralytes@iedmontca.org Piedmont C.A.A. Head Start Post Office Box 5374 Spartanburg, SC 29304
Spartanburg 5	Region 3 Ruth Nodine 803-734-3540 RNodine@sde.state.sc.us	Belinda Snow 864-949-2350 snowbb@spart5.k12.sc.us Post Office 307 Duncan, SC 29334	Belinda Snow 864-949-2350 snowbb@spart5.k12.sc.us Post Office 307 Duncan, SC 29334	Danny Burns 864-594-4428 dburns@spart7.k12.sc.us 309 Caulder Avenue Spartanburg, SC 29306	Carolyn Brooks, Executive Dir. 864-327-4900 cbrooks@lsteps.org 333 S. Pine Street Spartanburg, SC 29302	Robert Lytes, Director 864-585-8183 x4531 ralytes@iedmontca.org Piedmont C.A.A. Head Start Post Office Box 5374 Spartanburg, SC 29304
Spartanburg 6	Region 3 Ruth Nodine 803-734-3540 RNodine@sde.state.sc.us	Susan Hendrix 864-576-4112 shendrix@spart6.org 1390 Cavalier Way Roebuck, SC 29376	Susan Hendrix 864-576-4112 hendrism@spartanburg6.k12.sc.us 1390 Cavalier Way Roebuck, SC 29376	Danny Burns 864-594-4428 dburns@spart7.k12.sc.us 309 Caulder Avenue Spartanburg, SC 29306	Carolyn Brooks, Executive Dir. 864-327-4900 cbrooks@lsteps.org 333 S. Pine Street Spartanburg, SC 29302	Robert Lytes, Director 864-585-8183 x4531 ralytes@iedmontca.org Piedmont C.A.A. Head Start Post Office Box 5374 Spartanburg, SC 29304
Spartanburg 7	Region 3 Ruth Nodine 803-734-3540 RNodine@sde.state.sc.us	Nancy Killian 864-594-6189 nkillian@spart7.k12.sc.us Post Office Box 970 Spartanburg, SC 29304	Marilyn Anderson 864-596-8448 manderson@spart7.org Southside Learning Center 309 Caulder Avenue Spartanburg, SC 29306	Danny Burns 864-594-4428 dburns@spart7.k12.sc.us 309 Caulder Avenue Spartanburg, SC 29306	Carolyn Brooks, Executive Dir. 864-327-4900 cbrooks@lsteps.org 333 S. Pine Street Spartanburg, SC 29302	Robert Lytes, Director 864-585-8183 x4531 ralytes@iedmontca.org Piedmont C.A.A. Head Start Post Office Box 5374 Spartanburg, SC 29304
Sumter 17	Region 2 Harriette Jenerette 803-734-4708 HJeneret@sde.state.sc.us	Karen Perotta 803-469-8536 perrottak@sumter17.k12.sc.us Post Office Box 970 Sumter, SC 29151	Dr. Virginia Alston 803-469-8536 1109 North Pike West Sumter, SC 29151	Sharon Teigue 803-778-6432 dburns@spart7.k12.sc.us 35 Council Street Sumter, SC 29150	Julia Nelson-Dingle, Executive Director 803-775-3535 firststeps43@ftc-l-net Post Office 2331 Sumter, SC 29151	Cynthia Graham 803-775-0539 grahamc@sumter17.k12.sc.us Sumter 17 Early Head Start 220 Hasel Street Sumter, SC 29150

South Carolina Early Childhood Education District Contacts

School District	State Dept. of Education Early Childhood Coord.	Early Childhood Coordinator	Parenting/Family Literacy	Adult Education	First Steps	Head Start
Sumter 2	Region 2 Harriette Jenerette 803-734-4708 HJeneret@sde.state.sc.us	Libby DuBose 803-469-6900x500 ldubose@scsd2.k12.sc.us 1345 Wilson Hall Road Sumter, SC 29150	Libby DuBose 803-469-6900 x 500 ldubose@scsd2.k12.sc.us 1345 Wilson Hall Road Sumter, SC 29150	Sharon Teigue 803-778-6432 dburns@spart7.k12.sc.us 35 Council Street Sumter, SC 29150	Julia Nelson-Dingle, Executive Director 803-775-3535 firststeps43@ftc-i-net Post Office 2331 Sumter, SC 29151	Cynthia Graham 803-775-0539 grahamc@sumter17.k12.sc.us Sumter 17 Early Head Start 220 Hasel Street Sumter, SC 29150
Union	Region 4 Dr. Diane Willis 803-734-8103 DWillis@sde.state.sc.us	Dale Goff 864-429-1740 dgoff@union.k12.sc.us Post Office box 907 Union, SC 29379	Mary Foster 864-429-1772 x 11 famres@nuvox.net Dale Goff 864-429-1740 daleg@union.k12.sc.us Box 907 Union, SC 29379	Henry Sparrow 864-429-1770 henrys@union.k12.sc.us 517 E Main Street Union, SC 29379	Linda Parker, Executive Director 864-429-1730 x 23 lparker@union.k12.sc.us Post Office Box 1145 Union, SC 29379	Linnie Miller, Director 803-366-5569 linniem@rhtc.net Carolina C.A.A. Head Start Post Office Box 933 Rock Hill, SC 29731
Williamsburg	Region 5 Dr. Linda Mims 803-734-9052 LMims@sde.state.sc.us	Angela Fulton 843-355-5571 afulton@wcsd.k12.sc.us 423 School Street Kingstree, SC 29556	Carrie Brock 843-355-5571 cbrock@wcsd.k12.sc.us Box 1067 Kingstree, SC 29556	Glen Kennedy 843-355-6887 added@wcsd.k12.sc.us 400 Lexington Avenue Kingstree, SC 29556	Carletta Isreal, Executive Dir. 843-201-6041 firststeps1@ftc-i-net Post Office Box 825 Kingstree, SC 29556	Wilhelmina Whitfield, Director 843-355-4671 wilhemia.whitfield@weoc.org Waccamaw E.O.C. Head Start 1305 Seaboard Road Andrews, SC 29510
York 1	Region 4 Dr. Diane Willis 803-734-8103 DWillis@sde.state.sc.us	Mildred Rowland 803-684-9916 mrowland@york.k12.sc.us Post Office Drawer 770 York, SC 29745	Penny Sanders 803-684-1504 psanders@york.k12.sc.us 37 Pinckney Street York, SC 29745	Lisa Hannon 803-222-8079 hannon1@clover@k12.sc.us 402 Knox Street Cloer, SC 29710	Kashaka Kikelomo, Executive Director 803-981-5783 kkikelom@rock-hill.k12.sc.us Post Office Box 969 Rock Hill, SC 29730	Linnie Miller, Director 803-366-5569 linniem@rhtc.net Carolina C.A.A. Head Start 138 South Oakland Avenue Rock Hill, SC 29730
York 2	Region 4 Dr. Diane Willis 803-734-8103 DWillis@sde.state.sc.us	Barbara Parrish 803-222-8050 bparrish@clover.k12.sc.us 604 Bethel Street Clover, SC 29710	Nina Feemster 803-222-8050 feemstern@clover.k12.sc.us 604 Bethel Street Clover, SC 29710	Lisa Hannon 803-222-8079 hannon1@clover@k12.sc.us 402 Knox Street Clover, SC 29710	Kashaka Kikelomo, Executive Director 803-981-5783 kkikelom@rock-hill.k12.sc.us Post Office Box 969 Rock Hill, SC 29730	Linnie Miller, Director 803-366-5569 linniem@rhtc.net Carolina C.A.A. Head Start 138 South Oakland Avenue Rock Hill, SC 29730
York 3	Region 4 Dr. Diane Willis 803-734-8103 DWillis@sde.state.sc.us	Dr. Sara Lynn Hayes 803-981-1000 shays@rock-hill.k12.sc.us Post Office Drawer 10072 Rock Hill, SC 29731	Cindy Hunt 803-981-1557 chunt@rock-hill.k12.sc.us 217 Orange Street Rock Hill, SC 29730	Sandy Andrews 803-981-1375 sandrews@rock-hill.k12.sc.us 1234 Flint Street Extension Rock Hill, SC 29730	Kashaka Kikelomo, Executive Director 803-981-5783 kkikelom@rock-hill.k12.sc.us Post Office Box 969 Rock Hill, SC 29730	Linnie Miller, Director 803-366-5569 linniem@rhtc.net Carolina C.A.A. Head Start 138 South Oakland Avenue Rock Hill, SC 29730
York 4	Region 4 Dr. Diane Willis 803-734-8103 DWillis@sde.state.sc.us	Ann Bogan 803-547-4696 bogana@fort-mill.k12.sc.us 120 East Elliott Street Fort Mill, SC 29715	Julie Durham 803-548-1754 durhamj@fort-mill.k12.sc.us 513 Banks Street Fort Mill, SC 29745	Lisa Hannon 803-222-8079 hannon1@clover@k12.sc.us 402 Knox Street Cloer, SC 29710	Kashaka Kikelomo, Executive Director 803-981-5783 kkikelom@rock-hill.k12.sc.us Post Office Box 969 Rock Hill, SC 29730	Linnie Miller, Director 803-366-5569 linniem@rhtc.net Carolina C.A.A. Head Start 138 South Oakland Avenue Rock Hill, SC 29730

Office of Early Childhood Education Core Messages

- 1. We respect parents in their role as the first and principal teacher of their children because learning begins at birth.**
- 2. We expect learning environments and instructional practices to be developmentally appropriate and instructionally sound.**
- 3. We expect professional development for all stake holders to be guided by scientifically-based research.**
- 4. We will respect, accept, and acknowledge cultural diversity and individual differences.**
- 5. We will create internal and external partnerships that support children and families.**
- 6. We expect all parents to have access to high quality Even Start model family literacy initiatives that lead to self sufficiency.**
- 7. We expect only appropriate and on-going assessment of learners and programs which will guide individual instruction and lead to program enhancement.**

Alignment of the South Carolina Pre-Kindergarten Physical Education Curriculum Standards with *The Creative Curriculum*[®] for Preschool and the Goals and Objectives of *The Creative Curriculum*[®] Developmental Continuum for Ages 3–5

This document shows the alignment of the South Carolina Pre-Kindergarten Physical Education Curriculum Standards with the child development goals and objectives of *The Creative Curriculum*.

The Creative Curriculum is an environmentally based, active learning curriculum in which children learn important skills and content and develop social competence. It shows teachers how to work with children at different developmental levels, how to adapt the environment to make it increasingly challenging, and how to involve parents in taking an active role in the program. *The Creative Curriculum* is also directly integrated with *The Creative Curriculum* Developmental Continuum Assessment System. This enables teachers to link curriculum and assessment and thereby plan for individual children and the group.

The first time a particular *Creative Curriculum* objective is correlated to a South Carolina standard, all of the developmental steps in that objective are listed.¹ Subsequent listings provide only the objective and its identification number. The developmental steps provide teachers with a way to determine where each child is in relation to each objective. They also allow teachers to decide what specific support and kinds of experiences will enable each child to develop and learn.

South Carolina Pre-Kindergarten Standards and Expectations	Creative Curriculum Objectives and Developmental Steps
Standard 1	
STANDARD 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.	
South Carolina Pre-Kindergarten Standards and Expectations	Creative Curriculum Objectives and Developmental Steps
STANDARD 1: PreK – K Students should develop most fundamental movement patterns (e.g., throwing, receiving, jumping, and striking) to a level of mature form in simple conditions and gain control of the varied use of these patterns. BENCHMARKS The student will * demonstrate controlled traveling, rolling, and balancing actions; * travel with control forward, backward, and sideways using a variety of locomotor patterns and change directions quickly; * move with awareness of others in general space; * kick, throw, catch, and strike objects under simple conditions (e.g., kicking and striking a stationary ball, catching an accurately tossed ball); and * select appropriate actions to match a steady beat.	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards

¹ Dodge, Diane T., Colker, Laura J., and Heroman, Cate. *The Creative Curriculum*[®] Developmental Continuum for Ages 3-5. Washington, DC: Teaching Strategies, 2001.

	17. Pedals and steers a tricycle (or other wheeled vehicle) <ul style="list-style-type: none"> I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills <ul style="list-style-type: none"> I. Throws, catches, and kicks objects with somewhat awkward movements III. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy
Standard 2	
STANDARD 2: Applies movement concepts and principles to the learning and development of motor skills.	
<i>South Carolina Pre-Kindergarten Standards and Expectations</i> STANDARD 2: PreK-K Students should become aware of basic cognitive concepts associated with movement and know how to use them to guide their performance in game skills, body management, dance, and locomotion. Students should begin to recognize and apply some characteristics of mature fundamental motor patterns. BENCHMARKS The student will <ul style="list-style-type: none"> * identify fundamental movement patterns (e.g., skip, strike); * identify beginning movement concepts (BSER) in body management, games, dance, and locomotion (e.g., personal/general space, high/low levels, fast/slow speeds, light/heavy, balance, and twist); and * apply appropriate movement concepts (BSER) to performance (e.g., change direction while running, move from a gallop to a hop when directed). 	<i>Creative Curriculum Objectives and Developmental Steps</i> PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) 15. Shows balance while moving 16. Climbs up and down 17. Pedals and steers a tricycle (or other wheeled vehicle) 18. Demonstrates throwing, kicking, and catching skills COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect <ul style="list-style-type: none"> I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas 26. Applies knowledge or experience to a new context <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures <ul style="list-style-type: none"> I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools

	<p>32. Shows awareness of position in space</p> <ul style="list-style-type: none"> I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one's perspective <p>Language Development—Listening and Speaking</p> <p>40. Understands and follows oral directions</p> <ul style="list-style-type: none"> I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps
Standard 3	
STANDARD 3: Exhibits a physically active lifestyle.	
South Carolina Pre-Kindergarten Standards and Expectations	Creative Curriculum Objectives and Developmental Steps
<p>STANDARD 3:</p> <p>PreK-K</p> <p>Students should develop positive attitudes toward participation in physical activity and a general awareness that physical activity is both fun and good for one.</p> <p>BENCHMARKS</p> <p>The student will</p> <ul style="list-style-type: none"> * select and participate in physical activity during unscheduled times and * identify likes and dislikes connected with participation in physical activity. 	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>3. Recognizes own feelings and manages them appropriately</p> <ul style="list-style-type: none"> I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings <p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>6. Takes responsibility for own well-being</p> <ul style="list-style-type: none"> I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures <p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <p>15. Shows balance while moving</p> <p>16. Climbs up and down</p> <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <p>18. Demonstrates throwing, kicking, and catching skills</p>

Standard 4	
STANDARD 4: Achieves and maintains a health-enhancing level of physical fitness.	
<i>South Carolina Pre-Kindergarten Standards and Expectations</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
STANDARD 4: PreK-K Students should be able to sustain physical activity intermittently for short periods of time, enjoy being physically active, and recognize the physiological signs associated with engagement in vigorous physical activity. BENCHMARKS The student will * sustain moderate to vigorous physical activity for short periods of time and * be aware of the physiological signs of moderate physical activity (e.g., fast heart rate and heavy breathing).	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 6. Takes responsibility for own well-being PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) 15. Shows balance while moving 16. Climbs up and down 17. Pedals and steers a tricycle (or other wheeled vehicle) 18. Demonstrates throwing, kicking, and catching skills COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it
Standard 5	
STANDARD 5: Demonstrates responsible personal and social behavior in physical activity settings	
<i>South Carolina Pre-Kindergarten Standards and Expectations</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
STANDARD 5: PreK-K Students should learn and utilize acceptable behaviors and safe practices while in a physical activity setting. They begin to understand the concept of cooperation through opportunities to share space and equipment with others in a group. BENCHMARKS The student will * know rules, procedures, and safe practices for participation and respond appropriately and * share space and equipment with others.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment 8. Follows classroom routines 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child

	11. Recognizes the feelings of others and responds appropriately <ul style="list-style-type: none"> I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want 12. Shares and respects the rights of others <ul style="list-style-type: none"> I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn
Standard 6	
STANDARD 6: Demonstrates understanding and respect for differences among people in physical activity settings.	
<i>South Carolina Pre-Kindergarten Standards and Expectations</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
STANDARD 6: PreK-K Students should discover the joy of playing with friends and learn how positive social interaction can make activities more fun. Students should interact positively with others in the class, regardless of personal differences. BENCHMARKS The student will * participate willingly in individual and group activities and * interact positively with others.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately 4. Stands up for rights <ul style="list-style-type: none"> I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 8. Follows classroom routines 9. Follows classroom rules SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children 11. Recognizes the feelings of others and responds appropriately 12. Shares and respects the rights of others 13. Uses thinking skills to resolve conflicts <ul style="list-style-type: none"> I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise Language Development—Listening and Speaking 43. Actively participates in conversations <ul style="list-style-type: none"> I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges

Standard 7	
STANDARD 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.	
<i>South Carolina Pre-Kindergarten Standards and Expectations</i> STANDARD 7: PreK-K Students should enjoy the challenge of experiencing new movements and learning new skills. They should associate positive feelings with participation in physical activity. BENCHMARKS The student will * demonstrate a willingness to try new movement activities and skills and * identify feelings resulting from participation in physical activity.	<i>Creative Curriculum Objectives and Developmental Steps</i> SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) 15. Shows balance while moving 16. Climbs up and down 17. Pedals and steers a tricycle (or other wheeled vehicle) 18. Demonstrates throwing, kicking, and catching skills COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks 26. Applies knowledge or experience to a new context

Alignment of the South Carolina Pre-Kindergarten English Language Arts Curriculum Standards with *The Creative Curriculum*® for Preschool and the Goals and Objectives of *The Creative Curriculum*® Developmental Continuum for Ages 3–5

This document shows the alignment of the South Carolina Pre-Kindergarten English Language Arts Curriculum Standards with the child development goals and objectives of *The Creative Curriculum*.

The Creative Curriculum is an environmentally based, active learning curriculum in which children learn important skills and content and develop social competence. It shows teachers how to work with children at different developmental levels, how to adapt the environment to make it increasingly challenging, and how to involve parents in taking an active role in the program. *The Creative Curriculum* is also directly integrated with *The Creative Curriculum* Developmental Continuum Assessment System. This enables teachers to link curriculum and assessment and thereby plan for individual children and the group.

The first time a particular *Creative Curriculum* objective is correlated to a South Carolina standard, all of the developmental steps in that objective are listed.¹ Subsequent listings provide only the objective and its identification number. The developmental steps provide teachers with a way to determine where each child is in relation to each objective. They also allow teachers to decide what specific support and kinds of experiences will enable each child to develop and learn.

<i>South Carolina Pre-Kindergarten Standards and Expectations</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.	
Reading Process and Comprehension	
PK-R1 <i>The student will integrate various cues and strategies to comprehend what he or she reads.</i>	

¹ Dodge, Diane T., Colker, Laura J., and Heroman, Cate. *The Creative Curriculum*® Developmental Continuum for Ages 3-5. Washington, DC: Teaching Strategies, 2001. Alignment © 2002 by Teaching Strategies, Inc. www.TeachingStrategies.com or 800-637-3652.

<p>PK-R1.1 Begin showing an interest in reading-related activities, such as looking at books during free-choice time, talking about books, and recalling details by looking at pictures.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <ul style="list-style-type: none"> I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance <p>Language Development—Reading and Writing</p> <p>44. Enjoys and values reading</p> <ul style="list-style-type: none"> I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader <p>47. Uses emerging reading skills to make meaning from print</p> <ul style="list-style-type: none"> I. Uses illustrations to guess what the text says II. Makes judgements about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print <p>48. Comprehends and interprets meaning from books and other texts</p> <ul style="list-style-type: none"> I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
<p>PK-R1.2 Begin exploring books independently.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <p>Language Development—Reading and Writing</p> <p>44. Enjoys and values reading</p> <p>47. Uses emerging reading skills to make meaning from print</p> <p>48. Comprehends and interprets meaning from books and other texts</p>
<p>PK-R1.3 Begin recognizing the association between spoken and written words.</p>	<p>Language Development—Reading and Writing</p> <p>45. Demonstrates understanding of print concepts</p> <ul style="list-style-type: none"> I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read <p>49. Understands the purpose of writing</p> <ul style="list-style-type: none"> I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning II. Writes to convey meaning

<p>PK-R1.4 Begin making connections to prior knowledge, other texts, and the world in response to texts read aloud.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p> <p>Language Development—Reading and Writing 44. Enjoys and values reading 48. Comprehends and interprets meaning from books and other texts</p>
<p>PK-R1.5 Begin retelling stories.</p>	<p>Language Development—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs III. Uses more complex sentences to express ideas and feelings II. Uses longer sentences (5–6 words) to communicate</p> <p>Language Development—Reading and Writing 44. Enjoys and values reading 48. Comprehends and interprets meaning from books and other texts</p>
<p>PK-R1.6 Begin recalling details in texts read aloud.</p>	<p>Language Development—Reading and Writing 44. Enjoys and values reading 48. Comprehends and interprets meaning from books and other texts</p>
<p>PK-R1.7 Begin asking and answering questions about texts read aloud.</p>	<p>Language Development—Listening and Speaking 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding</p> <p>Language Development—Reading and Writing 44. Enjoys and values reading 48. Comprehends and interprets meaning from books and other texts</p>

PK-R1.8 Begin using pictures and words to make predictions about stories read aloud.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas Language Development—Reading and Writing 44. Enjoys and values reading 48. Comprehends and interprets meaning from books and other texts
Analysis of Texts	
PK-R2 <i>The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.</i>	
PK-R2.1 Begin identifying characters in stories read aloud.	Language Development—Reading and Writing 44. Enjoys and values reading 48. Comprehends and interprets meaning from books and other texts
Phonics and Word Study	
PK-R3 <i>The student will use a knowledge of graphophonics and word analysis to read and determine the meaning of unfamiliar words.</i>	
PK-R3.1 Begin recognizing environmental print such as business logos and traffic signs.	Language Development—Reading and Writing 45. Demonstrates understanding of print concepts 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections 47. Uses emerging reading skills to make meaning from print
PK-R3.2 Begin understanding how print is organized and read, using concepts about print .	Language Development—Reading and Writing 45. Demonstrates understanding of print concepts 46. Demonstrates knowledge of the alphabet 47. Uses emerging reading skills to make meaning from print

PK-R3.3 Begin identifying places where words are found, such as books and newspapers.	Language Development—Reading and Writing 45. Demonstrates understanding of print concepts 46. Demonstrates knowledge of the alphabet 47. Uses emerging reading skills to make meaning from print
PK-R3.4 Begin recognizing that words are made up of letters and that letters make sounds.	Language Development—Reading and Writing 45. Demonstrates understanding of print concepts 46. Demonstrates knowledge of the alphabet 49. Understands the purpose of writing
PK-R3.5 Begin recognizing letter patterns in words.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information Language Development—Reading and Writing 46. Demonstrates knowledge of the alphabet 47. Uses emerging reading skills to make meaning from print
PK-R3.6 Begin recognizing rhyming words .	Language Development—Listening and Speaking 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words
Writing Goal (W) The student will write for different audiences and purposes .	
The Writing Process	
PK-W1 The student will use apply a process approach to writing.	
PK-W1.1 Begin choosing topics and generating ideas about which to write.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence Language Development—Reading and Writing 49. Understands the purpose of writing

PK-W1.2 Begin writing using a variety of formats.	Language Development—Reading and Writing 49. Understands the purpose of writing 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words
PK-W1.2.1 Begin using oral language, pictures, and/or letters to create stories about experiences, people, objects, and events.	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations Language Development—Listening and Speaking 39. Expresses self using words and expanded sentences Language Development—Reading and Writing 45. Demonstrates understanding of print concepts 48. Comprehends and interprets meaning from books and other texts 49. Understands the purpose of writing
Writing Purposes	
PK-W2 The student will write for a variety of purposes .	
PK-W2.1 The student will begin using oral language, drawing pictures, and/or using letters to explain.	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations Language Development—Listening and Speaking 39. Expresses self using words and expanded sentences 41. Answers questions Language Development—Reading and Writing 45. Demonstrates understanding of print concepts 49. Understands the purpose of writing

Responding to Texts	
PK-W3 The student will respond to texts written by others.	
PK-W3.1 Begin responding to texts read aloud by conversing with others and by using pictures.	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations</p> <p>Language Development—Listening and Speaking 39. Expresses self using words and expanded sentences 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others' comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges</p> <p>Language Development—Reading and Writing 47. Uses emerging reading skills to make meaning from print 48. Comprehends and interprets meaning from books and other texts</p>
Legibility	
PK-W4 The student will create legible texts.	
PK-W4.1 Begin copying or printing letters and words, including his or her name.	<p>PHYSICAL DEVELOPMENT—Fine Motor 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name</p> <p>Language Development—Reading and Writing 46. Demonstrates knowledge of the alphabet 49. Understands the purpose of writing 50. Writes letters and words</p>
<p>Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.</p>	

Communication: Speaking	
PK-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.	
PK-C1.1 Begin using appropriate voice level, phrasing, sentence structure (syntax) , and intonation when speaking.	Language Development—Listening and Speaking 39. Expresses self using words and expanded sentences 41. Answers questions 42. Asks questions 43. Actively participates in conversations
PK-C1.2 Begin taking turns in conversations and staying on topic.	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want Language Development—Listening and Speaking 43. Actively participates in conversations
PK-C1.3 Begin responding in complete sentences.	Language Development—Listening and Speaking 39. Expresses self using words and expanded sentences
PK-C1.4 Begin participating in conversations and discussions and responding appropriately.	Language Development—Listening and Speaking 43. Actively participates in conversations
PK-C1.5 Begin participating in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.	Language Development—Listening and Speaking 38. Hears and discriminates the sounds of language Language Development—Reading and Writing 44. Enjoys and values reading
PK-C1.6 Begin participating in creative dramatics .	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings

	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately</p> <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play</p> <p>Language Development—Listening and Speaking 39. Expresses self using words and expanded sentences</p>
PK-C1.7 Begin using oral language for a variety of purposes.	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights</p> <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately</p> <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations</p> <p>Language Development—Listening and Speaking 39. Expresses self using words and expanded sentences 41. Answers questions 42. Asks questions 43. Actively participates in conversations</p>
Communication: Listening	
PK-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.	

PK-C2.1 Begin following one- and two-step oral directions.	Language Development—Listening and Speaking 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps
PK-C2.2 Begin listening to various types of literature read aloud.	Language Development—Reading and Writing 44. Enjoys and values reading
PK-C2.3 Begin listening for meaning in conversations and discussions.	Language Development—Listening and Speaking 43. Actively participates in conversations
PK-C2.4 Begin focusing attention on the person who is speaking and listening politely without interrupting.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child's request III. Shares and defends the rights of others to a turn Language Development—Listening and Speaking 43. Actively participates in conversations
Communication: Viewing	
PK-C3 The student will comprehend and analyze information he or she receives from nonprint sources .	
PK-C3.1 Begin recognizing nonprint sources .	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems

PK-C3.2 Begin making connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity 26. Applies knowledge or experience to a new context
Research Goal (RS) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.	
Selecting a Research Topic	
PK-RS1 The student will select a topic for exploration.	
PK-RS1.1 Begin asking <i>how</i> and <i>why</i> questions about a topic of interest.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect Language Development—Listening and Speaking 42. Asks questions
Gathering Information and Refining a Topic	
PK-RS2 The student will gather information from a variety of sources.	
PK-RS2.1 Begin identifying pictures as sources of information.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations

Preparing and Presenting Information	
PK-RS3 The student will use a variety of strategies to prepare and present selected information.	
PK-RS3.1 Begin organizing and classifying information by constructing categories.	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity 26. Applies knowledge or experience to a new context</p> <p>COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features</p>
PK-RS3.2 Begin organizing information on the basis of observation.	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity</p> <p>COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools 29. Arranges objects in a series</p>
PK-RS3.3 Begin presenting his or her research findings in a variety of formats.	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations</p> <p>Language Development—Listening and Speaking 39. Expresses self using words and expanded sentences</p> <p>Language Development—Reading and Writing 49. Understands the purpose of writing</p>

**Alignment of the South Carolina Pre-Kindergarten Mathematics Curriculum Standards
with *The Creative Curriculum*® for Preschool
and the Goals and Objectives of *The Creative Curriculum*® Developmental Continuum for Ages 3–5**

This document shows the alignment of the South Carolina Pre-Kindergarten Mathematics Curriculum Standards with the child development goals and objectives of *The Creative Curriculum*.

The Creative Curriculum is an environmentally based, active learning curriculum in which children learn important skills and content and develop social competence. It shows teachers how to work with children at different developmental levels, how to adapt the environment to make it increasingly challenging, and how to involve parents in taking an active role in the program. *The Creative Curriculum* is also directly integrated with *The Creative Curriculum* Developmental Continuum Assessment System. This enables teachers to link curriculum and assessment and thereby plan for individual children and the group.

The first time a particular *Creative Curriculum* objective is correlated to a South Carolina standard, all of the developmental steps in that objective are listed.¹ Subsequent listings provide only the objective and its identification number. The developmental steps provide teachers with a way to determine where each child is in relation to each objective. They also allow teachers to decide what specific support and kinds of experiences will enable each child to develop and learn.

Note: This document was designed to maintain consistency with the numbering system of the South Carolina Standards and Expectations. Any “missing” numbers thus indicate the omission of those standards which did not contain specific directives for Pre-Kindergarten.

¹ Dodge, Diane T., Colker, Laura J., and Heroman, Cate. *The Creative Curriculum*® Developmental Continuum for Ages 3-5. Washington, DC: Teaching Strategies, 2001.

<i>South Carolina Pre-Kindergarten Standards and Expectations</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Number and Operations	
STANDARD I. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
EXPECTATION C. Develop understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections.	
1. Determine more than, less than, and equals based on counts using manipulatives (more, less, same number).	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
EXPECTATION E. Connect number words and numerals to the quantities they represent, using various physical models and representations.	
1. Distinguish “one” from “many.”	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures 34. Uses numbers and counting

Algebra	
STANDARD	
I. Understand patterns, relations, and functions.	
EXPECTATION	
A. Sort, classify, and order objects by size, number, and other properties.	
1. Recognize patterns in their environment by color, shape, and size. 2. Order three objects by size.	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 28. Compares/measures 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying
EXPECTATION	
B. Recognize, describe, and extend patterns such as sequences of sounds and shapes or simple numeric patterns and translate from one representation to another.	
1. Recognize a two-part pattern and extend.	COGNITIVE DEVELOPMENT—Logical Thinking 30. Recognizes patterns and can repeat them

Geometry	
STANDARD I. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
EXPECTATION A. Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes.	
1. Identify, name, model, and draw two-dimensional geometric shapes (circle, square, triangle, rectangle).	<p>PHYSICAL DEVELOPMENT—Fine Motor 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name</p> <p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information</p> <p>COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects</p> <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations</p>
2. Investigate three-dimensional shapes in informal settings.	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity</p> <p>COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects</p> <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations</p>
3. Sort two-dimensional shapes according to attributes.	<p>COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects 28. Compares/measures</p>

<p>EXPECTATION C. Investigate and predict the results of putting together and taking apart two- and three-dimensional shapes.</p>	
<p>1. Investigate the results of combining and partitioning geometric shapes (square, rectangle, triangle, circle).</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects 28. Compares/measures</p>
<p>STANDARD II. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.</p>	
<p>EXPECTATION A. Describe, name, and interpret relative positions in space and apply ideas about relative position.</p>	
<p>1. Use positional words to describe the location of objects (<i>up, down, on, off, over, under.</i>)</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one's perspective</p>
<p>STANDARD IV. Use visualization, spatial reasoning, and geometric modeling to solve problems.</p>	
<p>EXPECTATION D. Recognize geometric shapes and structures in the environment and specify their location.</p>	
<p>1. Locate geometric shapes in the environment.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects 28. Compares/measures</p>

Measurement	
STANDARD I. Understand measurable attributes of objects and the units, systems, and processes of measurement.	
EXPECTATION A. Recognize the attributes of length, volume, weight, area, and time.	
1. Identify, by picking them up, which of two objects is heavier.	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures
2. Demonstrate (through conversation) a beginning sense of time (yesterday, today, and tomorrow).	COGNITIVE DEVELOPMENT—Logical Thinking 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
EXPECTATION B. Compare and order objects according to their attributes.	
1. Uses basic comparison words (e.g., “His truck is bigger than mine”).	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures
EXPECTATION C. Understand how to measure using nonstandard and standard units.	
1. Use nonstandard units of measure to explore everyday objects.	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures
EXPECTATION D. Select an appropriate unit and tool for the attribute being measured.	
1. Identify the instrument used to measure time (clock).	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects 28. Compares/measures

Data Analysis and Probability	
STANDARD I. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
EXPECTATION A. Pose questions and gather data about themselves and their surroundings.	
1. Collect data related to familiar experiences by counting.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it COGNITIVE DEVELOPMENT—Logical Thinking 33. Uses one-to-one correspondence 34. Uses numbers and counting Language Development—Listening and Speaking 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding
EXPECTATION B. Sort and classify objects according to their attributes and organize data about the objects.	
1. Sort and classify by a single attribute (color, shape, size).	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects
EXPECTATION C. Represent data using concrete objects, pictures, and graphs.	
1. Draw a picture to represent data.	COGNITIVE DEVELOPMENT—Logical Thinking 33. Uses one-to-one correspondence 34. Uses numbers and counting COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations

Four-Year-Old Programs FY2004-05

A	B	C	D
I. Annual Expenditures			
Instruction			
PERSONNEL	Explanation of Columns C & D	Inputs	Total Expenditures
	<i>Total number persons employed (round to nearest .5 FTE.) in each category of personnel. Total expenditures are total amount of salaries and fringes expended on teachers, aides, and others</i>		
Classified Teachers		770	\$31,194,395
Aides		104	\$1,687,985
Others (Explain)		#	\$
CURRICULUM AND MATERIALS	<i>Total amount of funds expended on curriculum and materials annually. Please use Column C to describe, if possible.</i>		\$2,036,366
PROFESSIONAL DEVELOPMENT	<i>Total number of days or hours of professional development in the year</i>	#	\$
Administration			
TRANSPORTATION	<i>Number of students, miles, routes, etc. whatever data SDE has to measure transportation services being provided for four-year-olds and expenditures for bus driver salaries, etc. that can be attributed to transporting four-year-olds</i>	4912	\$ 450,776
UTILITIES AND MAINTENANCE	<i>Any costs that can be attributed to this function; please use Column C to describe</i>		\$
REFERRALS	<i>Costs related to health referrals, counseling, psychological services, etc.</i>		\$
OTHER (Explain)			
Parenting/Family Literacy Services	<i>(Inputs should be provided on the inventory)</i>		\$
Other (Explain)	<i>May included extended day options, etc.</i>	#	\$
II. One-Time Expenditures			
EQUIPPING CLASSROOM	<i>Please use column C to describe expenditures</i>		\$
III. Additional Expenditures			
SERVICES TO FOUR-YEAR-OLD WITH SPECIAL NEEDS	<i>Additional costs of providing appropriate care to these four-year-olds</i>		\$

**South Carolina
Department of Education**



**Office of Early
Childhood Education**

Findings from ECERS-R Assessments in South Carolina's 4K Classes 2004-2005

The first statewide 4K programs began in 1984 as part of an education initiative under Governor Richard Riley, who signed the Education Improvement Act increasing the state sales tax by one penny to fund public school reform. One component of the Act specifically designated funding for those four-year-olds who are most likely to experience school failure. School districts were required to operate at least one half-day child development program (as it was then called). Funding would cover an early childhood certified teacher and a teaching assistant, classroom supplies and equipment, daily materials, assessment, screening, snacks, field trips, and all other costs of operating a high-quality program for our state's most needy young children. Districts had the option of serving the children in classrooms that were located at sites in the district or were located at partnership sites such as child-care centers or Head Start programs. For various reasons, districts have placed the classrooms off-site in very few instances. For the most part, districts have opted to find on-site classrooms that have been upgraded to meet the needs of younger students. Many districts in areas of the state with sufficient construction funds are often opting to build either early childhood centers or primary schools that serve children below the third grade.

Currently, there are approximately 640 4K classes, either half- or full-day, in 535 public schools in South Carolina. During the 2004-2005 school year, ninety-three schools were visited by a member of the South Carolina ECERS Assessment Team. These visits were either a part of the National Institute for Early Education Research (NIEER) multi-state study of 4K, the accountability requirements for primary schools, those schools enrolling children in grades two and below, or part of the South Carolina First Steps to School Readiness statewide evaluation. A total of 104 classes were visited. This sample is 16% of the 4K classrooms in the state public school system. The 1,997 children served in these classrooms represent 12% of the total number of four-year-olds (17,351) served in 4K classes.

There are indicators that prove South Carolina is providing quality early childhood services. According to the State Department of Education's report, *What is the Penny Buying*, our four year olds, when tracked to 3rd grade and beyond, despite being screened into the 4K program as "most likely to experience school failure," perform as well or better than their peers on the Palmetto Achievement Challenge Test (PACT). The number of NAEYC accredited sites in public schools in South Carolina has increased from three to thirty in only four years. In 2001, the Southern Regional Education Board reported that children who completed 4K had improved school readiness, increased scores on achievement tests in reading and mathematics, and were less likely to repeat a grade in the elementary school years.

In 2004, the National Institute for Early Education Research (NIEER) ranked South Carolina as fourth in the nation in providing access to 4K programs for young children. Additionally, NIEER also rated South Carolina as one of the top states in program requirements, meeting eight out of ten criteria: requiring a teacher with at least a BA; requiring a teacher with specialized early childhood training; requiring a minimum of fifteen hours of teacher in-service annually; having a maximum class size of twenty children; having a staff:child ratio of 1:10; requiring child health screenings/referrals, providing support services; and providing appropriate meals for children.

As great as these results are, NIEER ranks South Carolina thirty-fifth in terms of funding. In the same report, NIEER reported the state of South Carolina funded \$1,324 per 4K child, which is well below the national average of child-care costs. That amount ranks South Carolina near the bottom in per-child investments. However, two factors must be considered: this amount is for only “half-day services, 2½ to 3 hours,” and there are sizable investments into the program by local school districts. The use of Title I funding for 4K programs is growing but is not at the level where it should be.

Since 1999, the number of children served in 4K programs has risen from 15,400 to 17,351. Yet the state allocation for that educational service has decreased from \$24,088,057 in 2002 (the highest amount) to the current \$21,382,678. That is the lowest amount of state funding for 4K since the mid 1990’s.

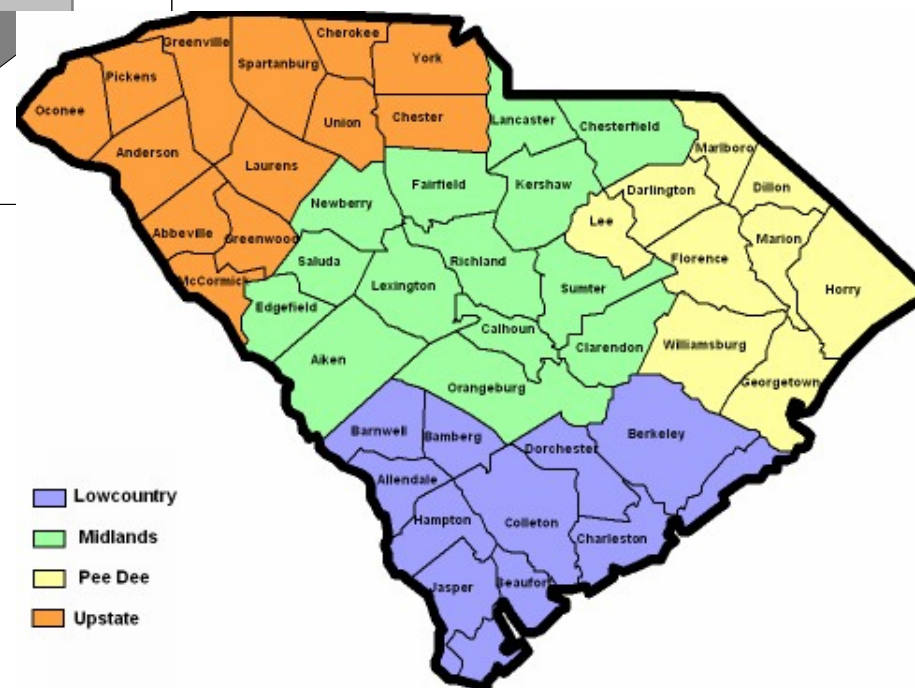
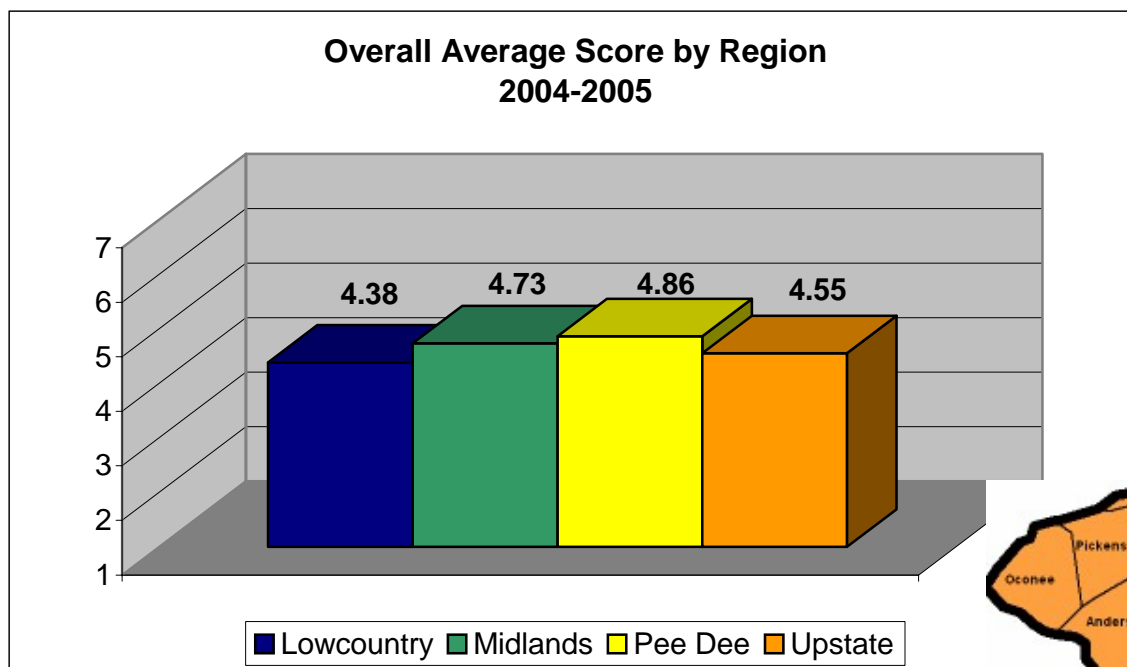
This paper looks at a sampling of the overall quality of the public school 4K classes funded in South Carolina using the most widely used and most reliable instrument to assess quality in early childhood settings – the Early Childhood Environment Rating Scale, Revised Edition (ECERS-R).

Overall Average Score

The Early Childhood Environment Rating Scale, Revised Edition (ECERS-R) is a seven point, likert-type scale ranging from one to seven, with one indicating “inadequate” care, three indicating “minimal” care, five indicating “good” care, and seven indicating “excellent” care. The scale considers early childhood programs rated at three or below as “low quality,” those services rated between three and five to be of “medium quality,” and those services rated between five and seven to be of “high quality” or “developmentally appropriate.” The Office of Early Childhood Education considers an overall average score of five or higher to be indicative of good, age-appropriate practice. The Office considers an overall average score between 4.50 and 4.90 to be close to the target score, most likely needing to address a minimal number of issues.

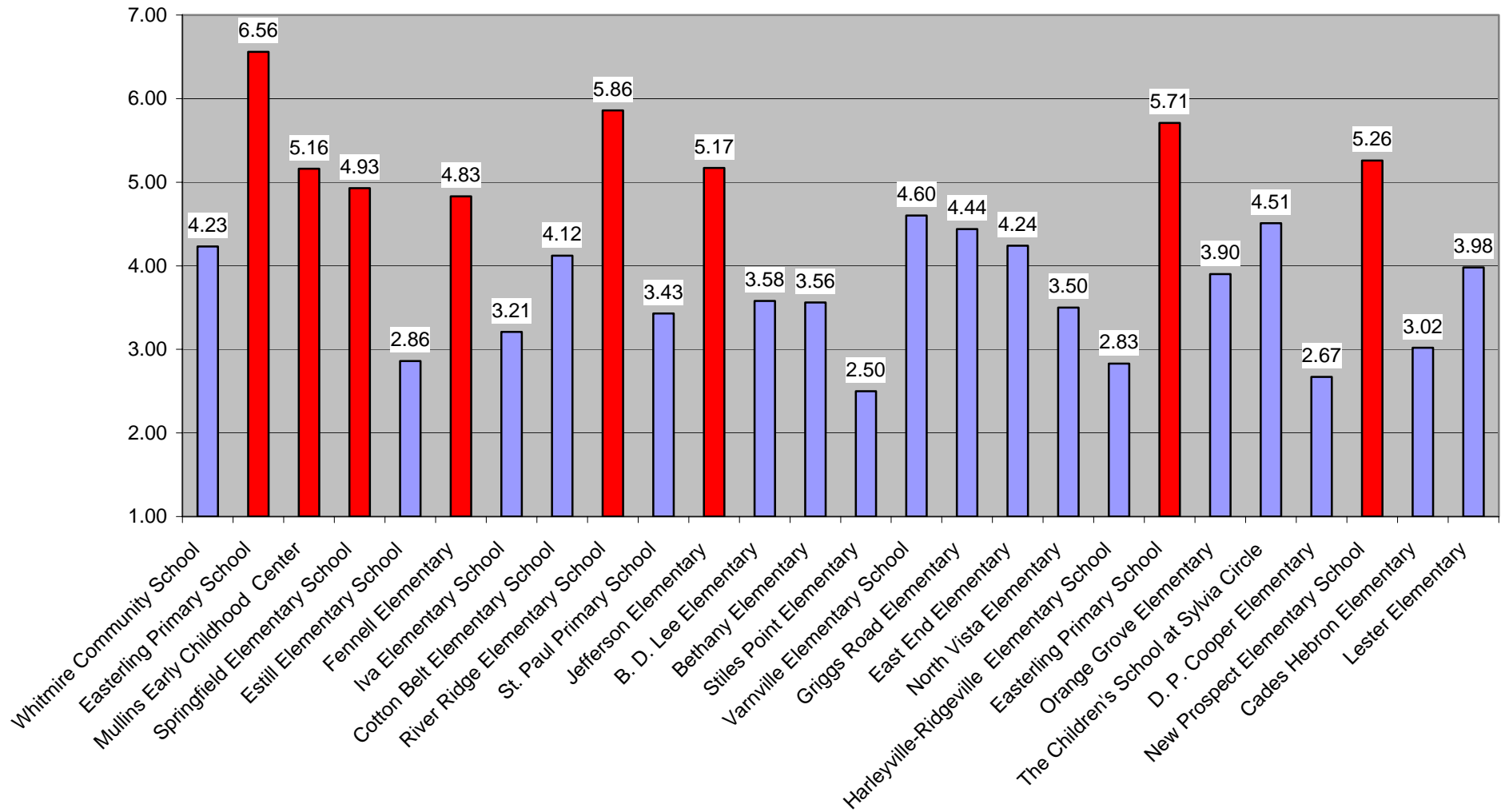
The overall average score for the state was 4.66. This is based on averaging individual scores for all forty-three items of the scale. It is important to note that most states using ECERS-R, use only the first six subscales, which are considered to have a direct impact on program quality. Using just the first six subscales, the state average would be 4.57. Using either calculation, South Carolina’s average 4K score is still higher than the national average which is approximately 4.15.

Based on the findings of the Office of Early Childhood Education and its assessment of primary schools over a two year period, it is logical to assume that the overall state average score could rise to 5.20-5.30 if focused professional development could be delivered to these 4K teachers and their teaching assistants.

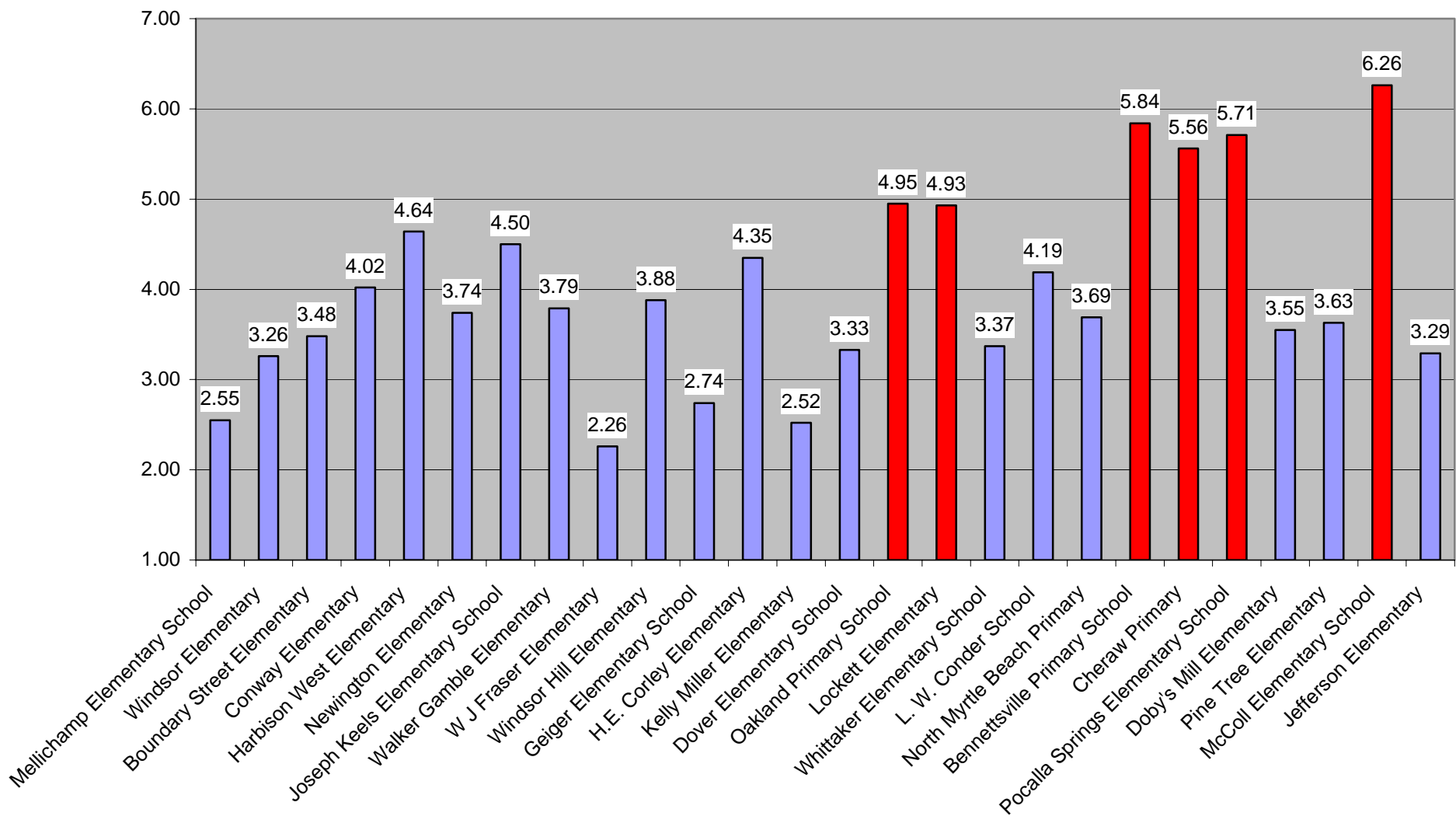


Of the ninety-three schools that were assessed during the 2004-2005 school year, twenty are located in the Lowcountry, thirty-five are located in the Midlands, fourteen are located in the Pee Dee, while the remaining twenty-four are located in the Upstate.

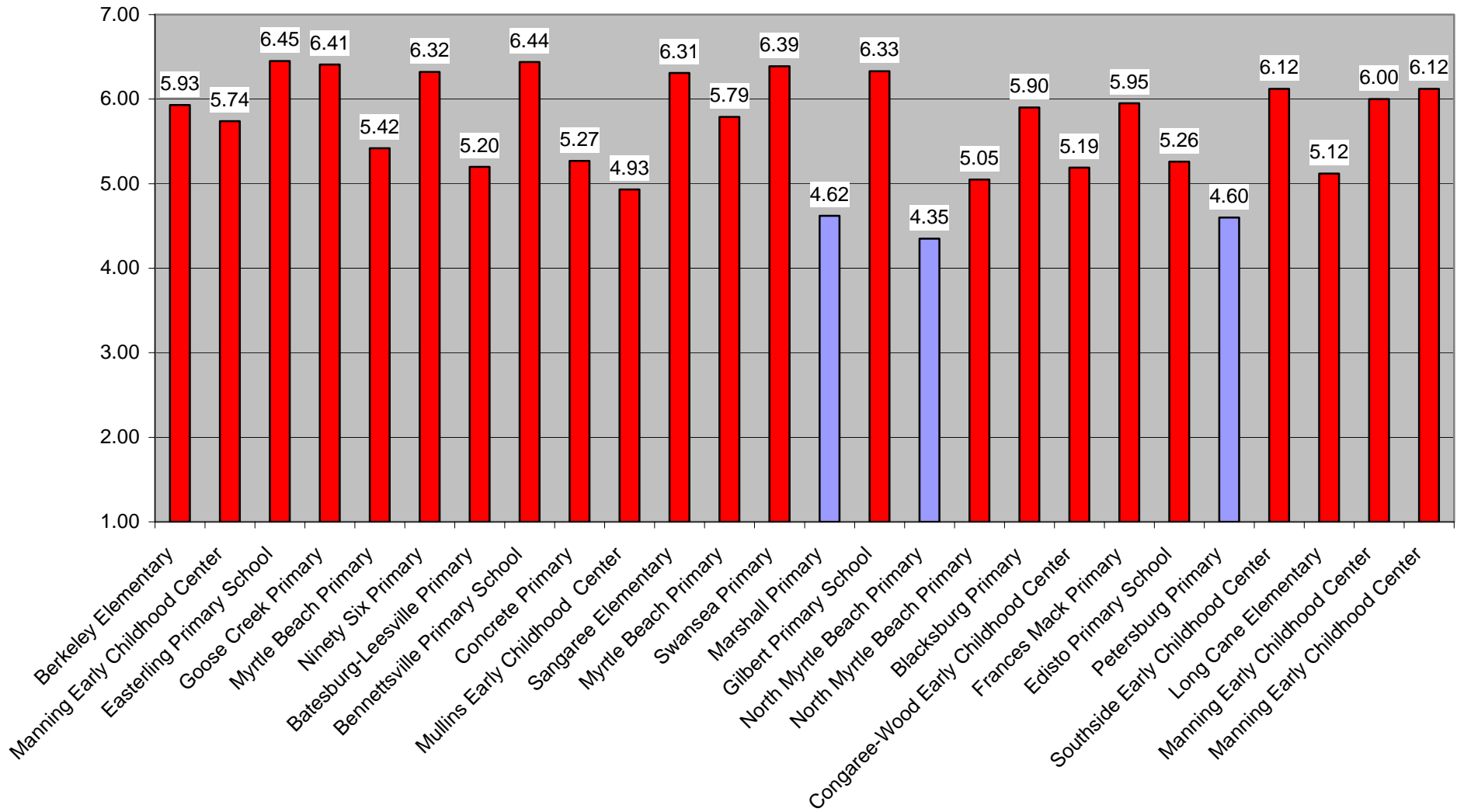
Overall Average Scores by Class



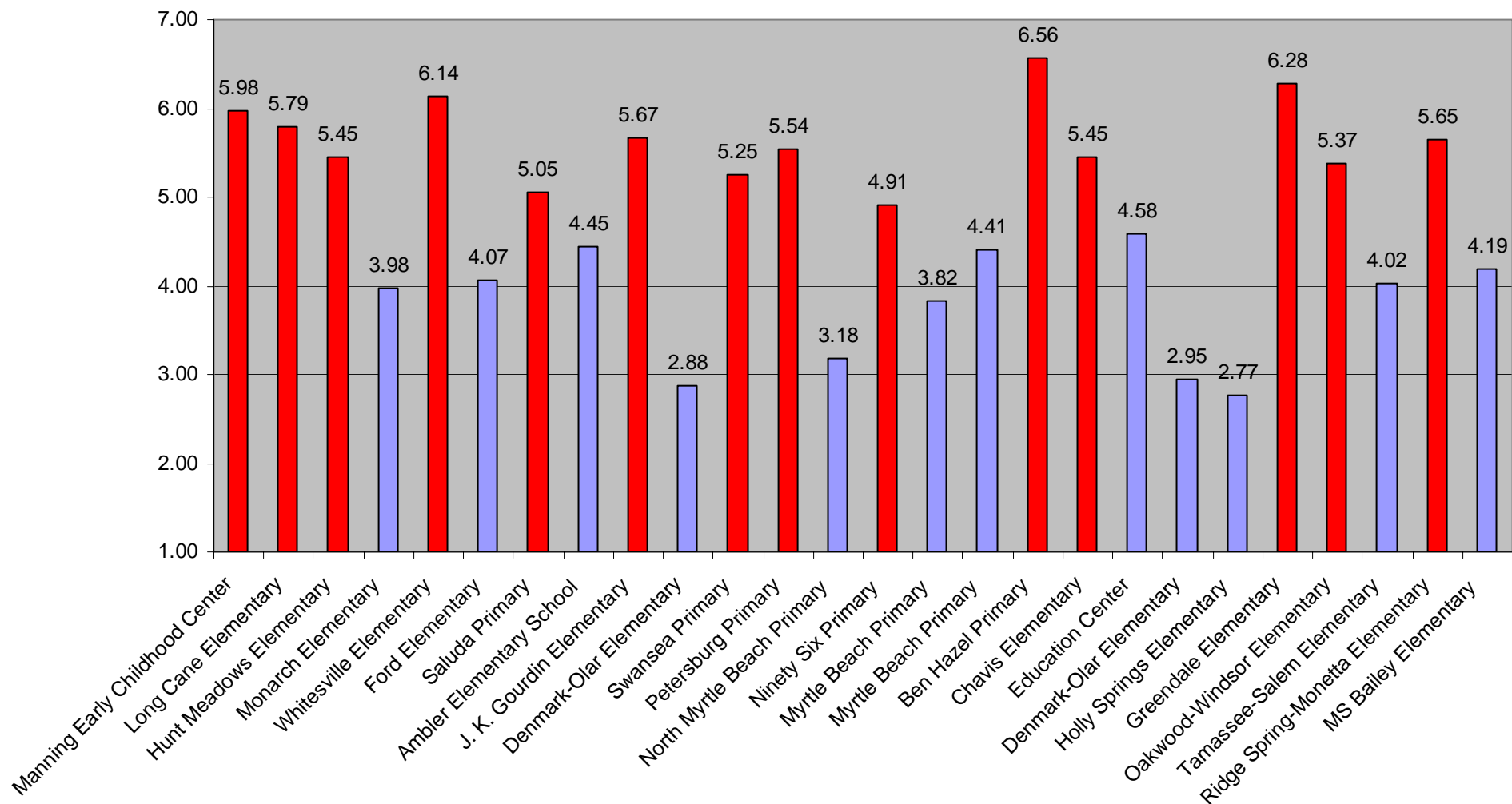
Overall Average Scores by Class



Overall Average Scores by Class

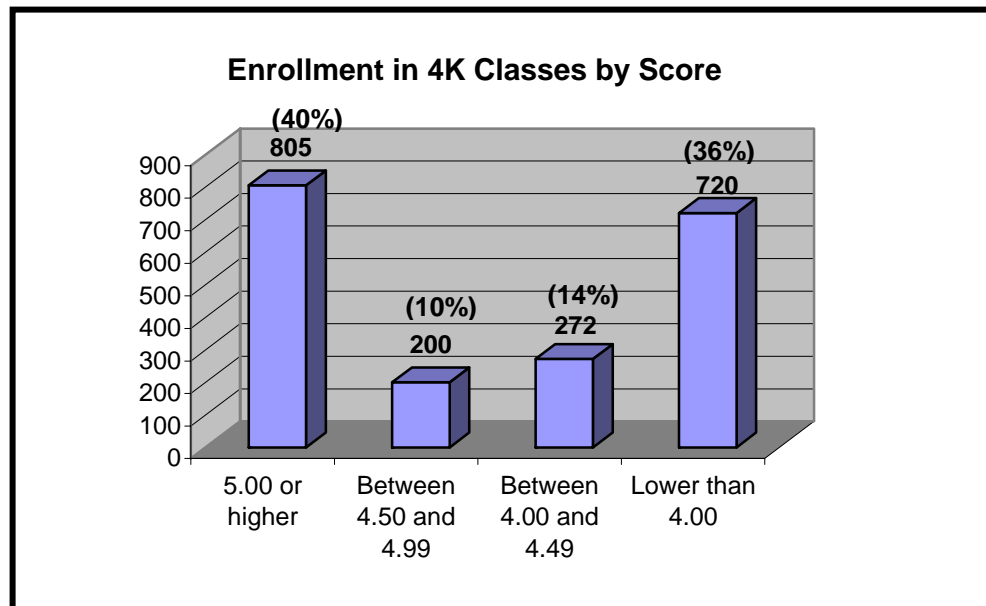


Overall Average Scores by Class

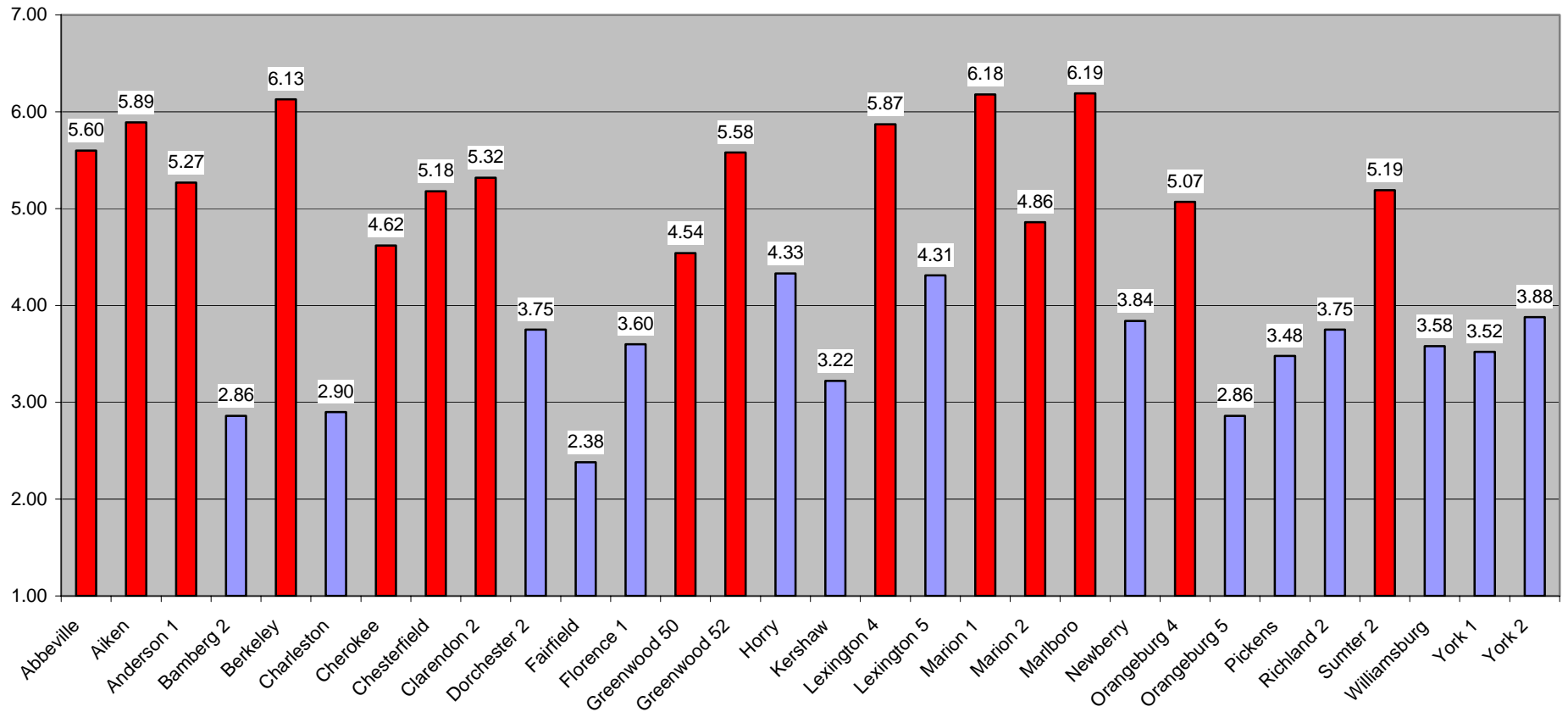


The overall average scores ranged from 2.26 to 6.56. Of the 104 4K classes that were assessed, 41 had an overall average score of 5.0 or higher. 13 classes had an average score close to the target score (between 4.50 and 4.99). Fifty-one classes had an average score above the state average (4.66).

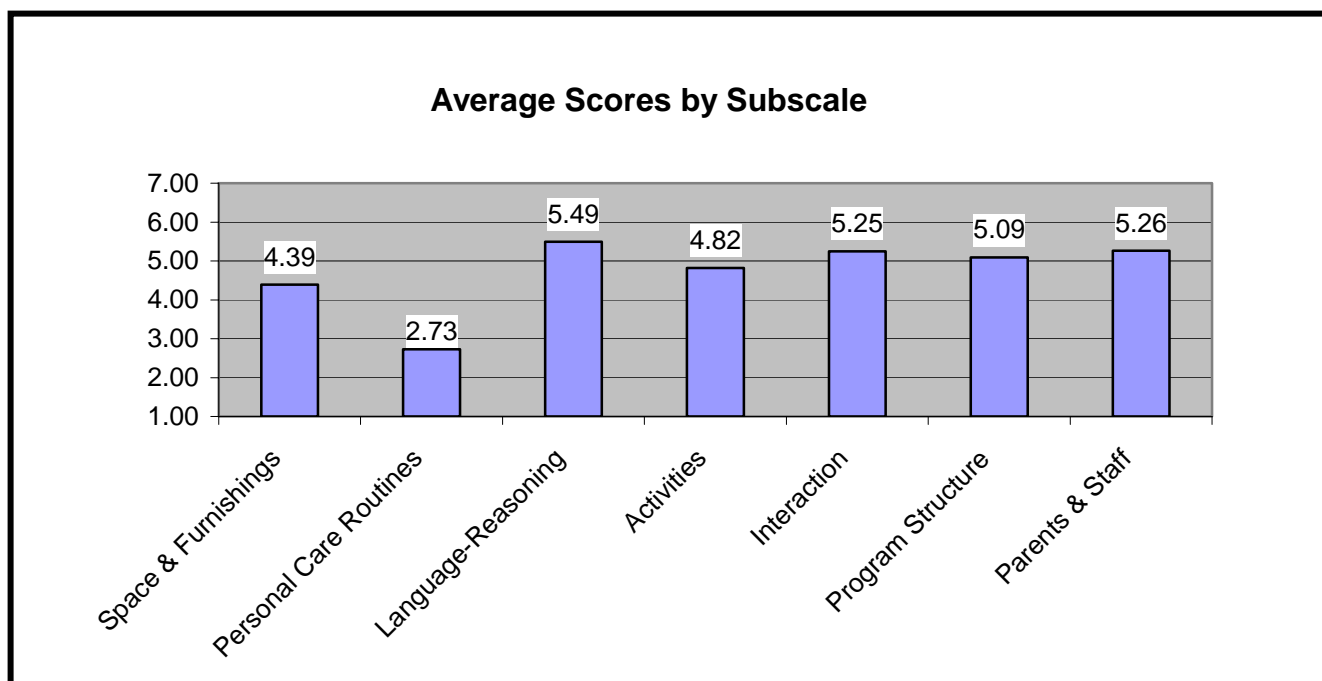
As stated previously, a total of 104 4K classes in 93 schools, serving a total of 1,997 children were assessed during the 2004-2005 school year. Of this number, 42 classes, serving 805 children, had an overall average score of 5.0 or higher. 11 classes, serving 200 children, had an overall average score close to the target score (between 4.50 and 4.99).



**Average Scores for Districts Having At Least 2 Classes Assessed
During the 2004-2005 School Year**



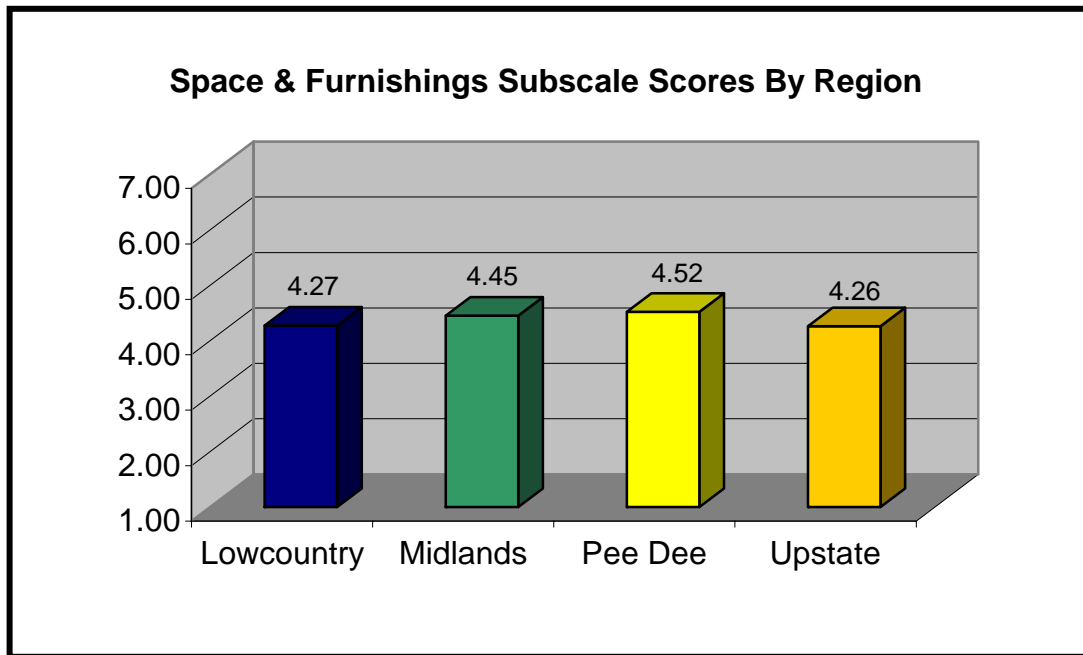
The 104 4K classes represent 50 school districts. The overall average district score was calculated by averaging the overall average score for each class in the districts where at least two classes were assessed. Thirty districts had at least two classes assessed during the 2004-2005 school year. The scores ranged from 2.38 to 6.19 with an average score of 4.46. Twelve of the districts had average scores of 5.0 or higher, while 3 districts had an average score close to the target score (between 4.50 and 4.99). Fifteen school districts had average scores higher than the state district average (4.46).



Four of the seven subscales had an average score of 5.0 or higher. Two of the subscales with the highest average scores were Language-Reasoning (5.49) and Interaction (5.25), which are good indications that a vast majority of the classrooms assessed are filled with positive interactions that encourage children to communicate, verbally and non-verbally, and promote higher level thinking skills.

Space and Furnishings

The average score for this subscale was 4.39. 2 of the regions, the Midlands and the Pee Dee, scored higher than the average, while the other 2 regions scored below the average. One region, the Pee Dee, had an average score that was close to the target score (between 4.5 and 4.99).



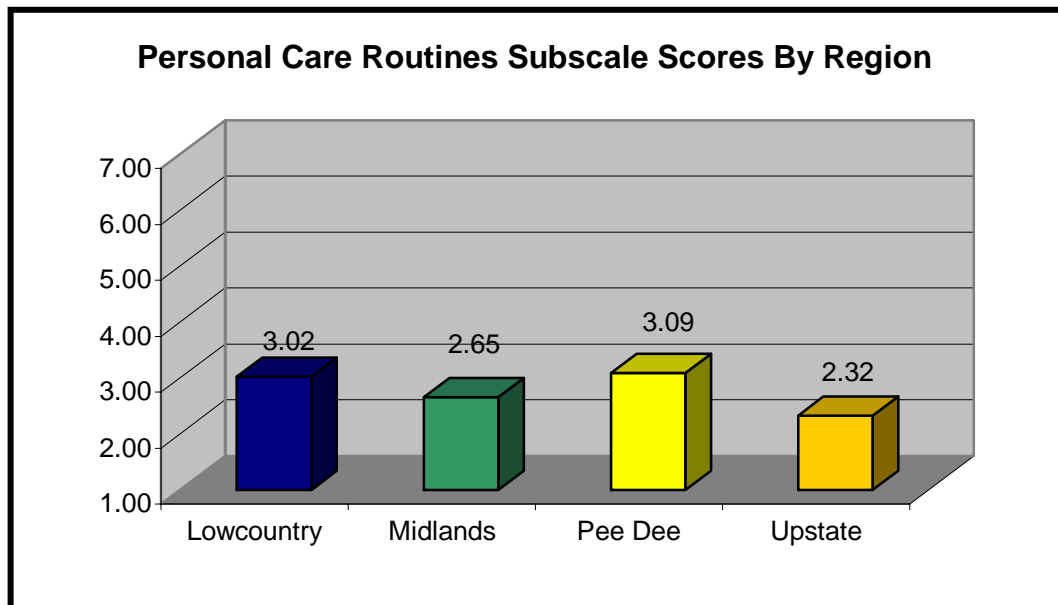
Individual scores for this subscale ranged from 1.88 to 6.88. Thirty-eight classes had an average score of 5.0 or higher for this subscale. Six classes an average score close to the target score (between 4.5 and 4.99).

Challenges:

- Accessibility for individuals with disabilities
- Child-sized furniture in the cafeteria
- Room arrangement (having active centers next to quiet centers)
- Inadequate surfacing on playgrounds
- Unsafe equipment on playgrounds

Personal Care Routines

The average score for this subscale was 2.73, which was the lowest score for all subscales. Two regions, the Lowcountry and the Pee Dee, had average scores above the state average, while the remaining two regions, the Midlands and the Upstate, had average scores below the state average.



Individual scores for this subscale ranged from 1.00 to 6.83. Thirteen classes had an average score of 5.0 or higher for this subscale. Five classes an average score close to the target score (between 4.5 and 4.99).

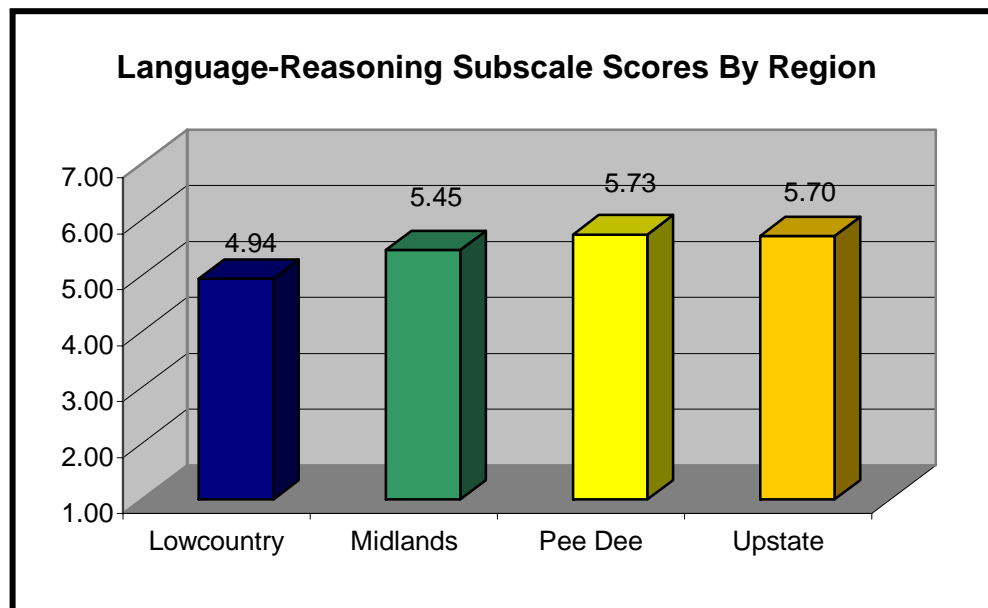
Challenges:

- Access to warm water
- Sanitation procedures
- Storage of hazardous materials in the classrooms
- Inadequate surfacing on playgrounds
- Unsafe equipment on playgrounds

It is interesting to note that the overall average scores for classrooms not having access to warm water ranged from 2.26 to 6.44, with an average score of 4.29. Twenty-three classes without warm water had an overall average score of 5.0 or higher, with ten classes having an average score close to the target score (between 4.5 and 4.99).

Language-Reasoning

The average score for this subscale was 5.49, which was the highest for all subscales. Two regions, the Pee Dee and the Upstate, had average scores above the state average, while the remaining two regions, the Lowcountry and the Midlands, had average scores below the state average. Three regions, the Midlands, the Pee Dee, and the Upstate, had average scores of 5.0 or higher. One region, the Lowcountry, had an average score close to the target score (between 4.5 and 4.99).



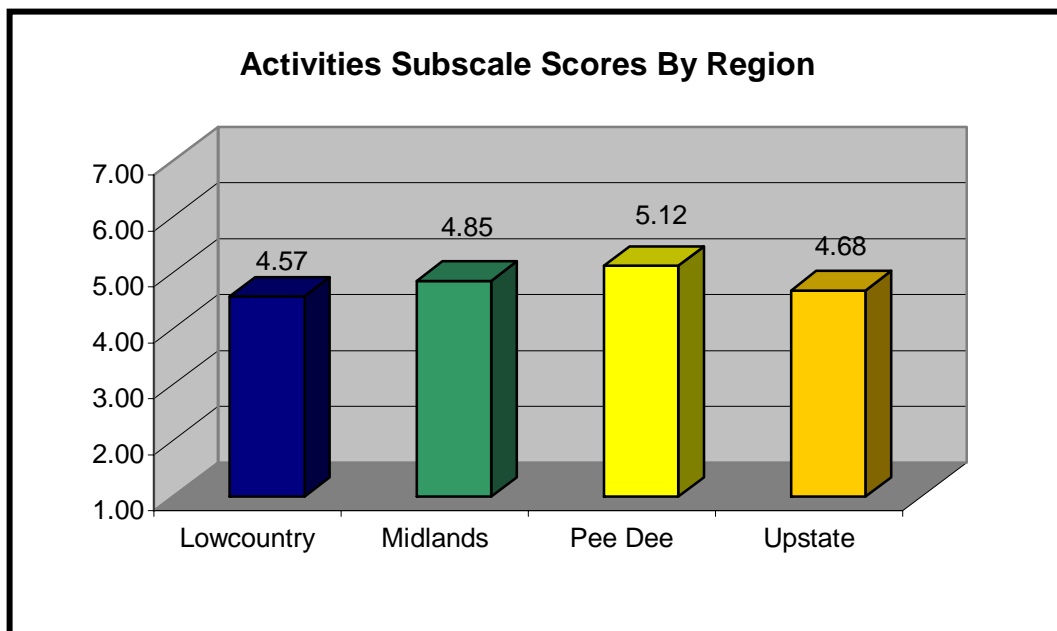
Individual scores for this subscale ranged from 1.25 to 7.00. Seventy-seven classes had an average score of 5.0 or higher for this subscale. Thirteen of those had an average score of 7.00. Nine classes an average score close to the target score (between 4.5 and 4.99).

Challenges:

- Talking to children about reasoning
- Encouraging children to explain their thought processes
- Reading informally to children

Activities

The average score for this subscale was 4.82. Two regions, the Midlands and the Pee Dee, had average scores above the state average, while the remaining two regions, the Lowcountry and the Upstate, had average scores below the state average. One region, the Pee Dee, had an average score of 5.0 or higher, while the remaining three regions had an average score close to the target score (between 4.5 and 4.99).



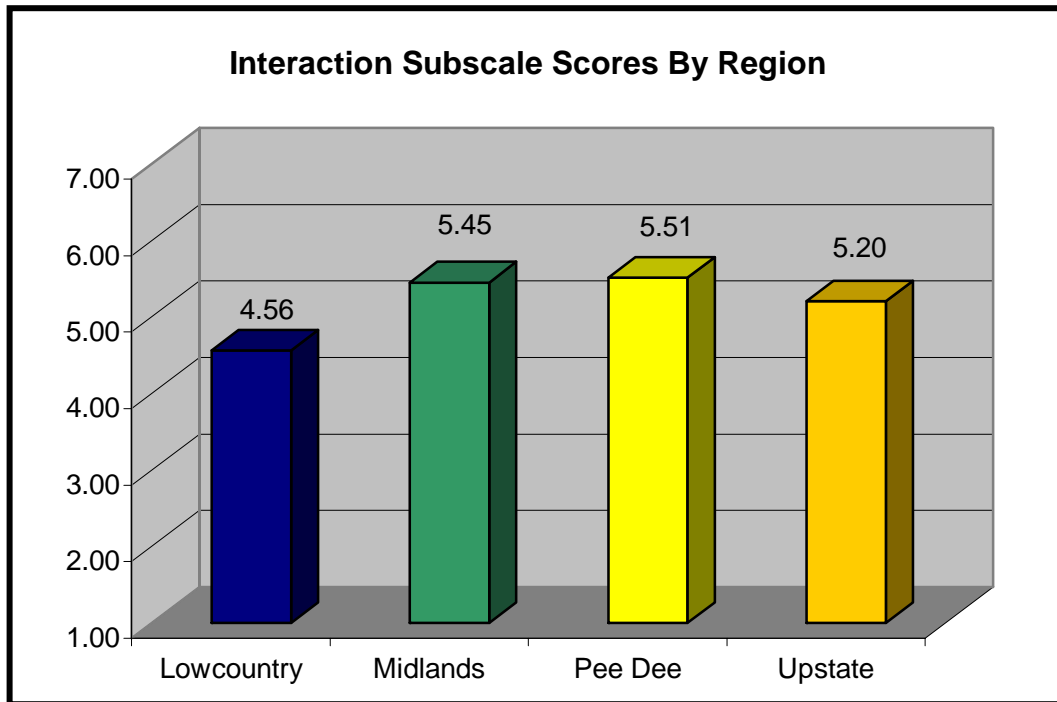
Individual scores for this subscale ranged from 2.10 to 7.00. Forty-four classes had an average score of 5.0 or higher for this subscale. Four of those had an average score of 7.00. Nine classes had an average score close to the target score (between 4.5 and 4.99).

Challenges:

- Variety of age-appropriate materials in all learning centers
- Allowing children access to use materials for a substantial portion of the day
- Limiting the amount of time children are passively engaged with computers
- Interacting with children using computers
- Variety of materials that display all types of diversity

Interaction

The average score for this subscale was 5.25, the second highest score of all the subscales. Two regions, the Midlands and the Pee Dee, had average scores above the state average, while the remaining regions, the Lowcountry and the Upstate, had an average score below the state average. Three regions had an average score of 5.0 or higher, while the remaining region had an average score close to the target score (between 4.5 and 4.99).



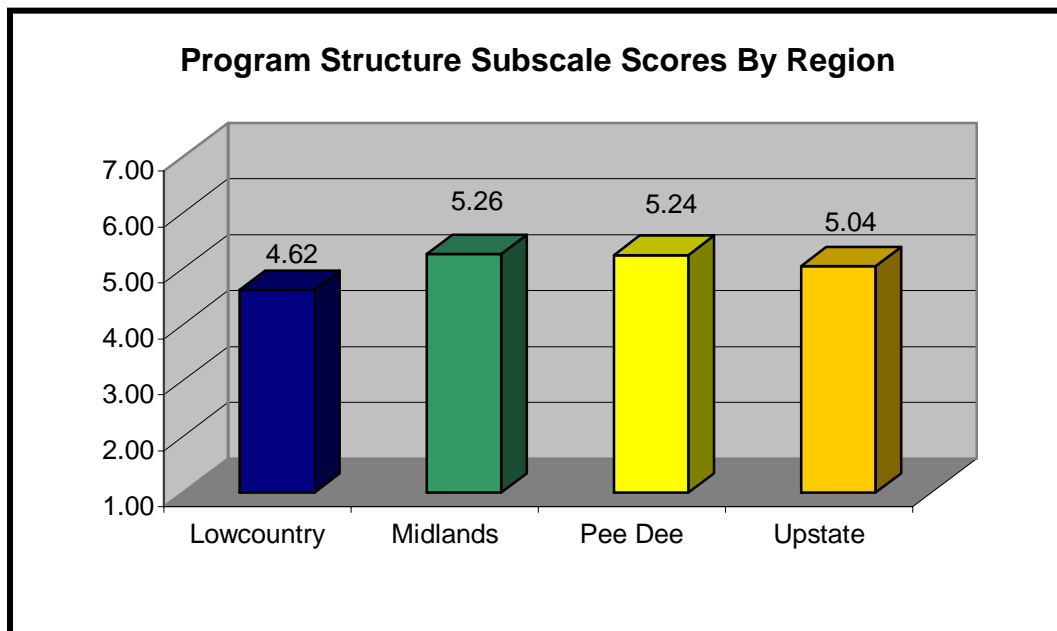
Individual scores for this subscale ranged from 1.40 to 7.00. Sixty-two classes had an average score of 5.0 or higher for this subscale. Nineteen of those had an average score of 7.00. Twelve classes an average score close to the target score (between 4.5 and 4.99).

Challenges:

- Maintaining proper ratios

Program Structure

The average score for this subscale was 5.09. Two regions, the Midlands and the Pee Dee, had average scores above the state average, while the remaining two regions, the Lowcountry and the Upstate, had an average score below the state average. Three regions had an average score of 5.0 or higher.



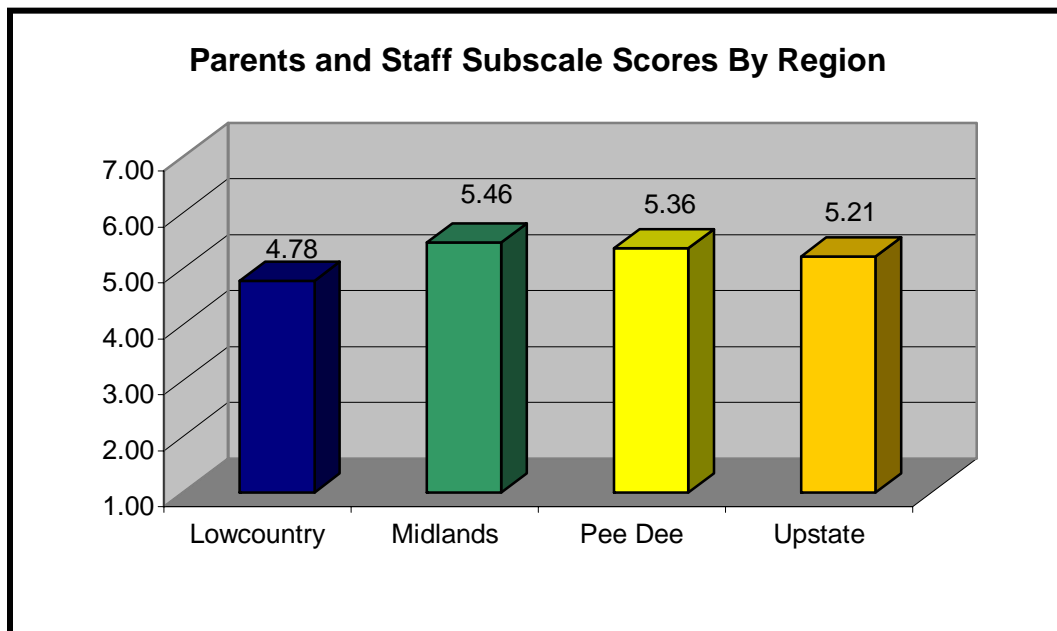
Individual scores for this subscale ranged from 1.00 to 7.00. Sixty-five classes had an average score of 5.00 or higher for this subscale. Eighteen of those had an average score of 7.00. Five classes an average score close to the target score (between 4.50 and 4.99).

Challenges:

- Allowing children to use materials for a substantial portion of the day
- Providing regular feedback to parents of children with disabilities regarding their progress

Parents and Staff

The average score for this subscale was 5.26. Two regions, the Midlands and the Pee Dee, had average scores above the state average, while the remaining two regions, the Lowcountry and the Upstate, had an average score below the state average. Three regions had an average score of 5.0 or higher.



Individual scores for this subscale ranged from 2.00 to 7.00. Sixty-six classes had an average score of 5.00 or higher for this subscale. Seven of those had an average score of 7.00. Fourteen classes an average score close to the target score (between 4.50 and 4.99).

Challenges:

- Providing breaks for staff
- Evaluating, and providing feedback to, all classroom staff

Early Childhood Environment Rating Scale (ECERS) Fact Sheet

- ECERS-R is a tool to assess the quality of preschool programs.
- ECERS-R is research based. It is based on best practices in early childhood education and addresses worldwide standards
- ECERS-R can be used to assess any group program serving 2 ½ through 5 year olds, regardless of the early childhood approach used.
- ECERS-R is suitable for inclusive and culturally diverse programs.
- ECERS-R has been proven reliable and valid.
- ECERS-R covers 3 basic categories: equipment, appropriate materials, and educational skills and behaviors.
- ECERS-R contains 43 items and 7 subscales (see next page). The subscales are:
 - Space and Furnishings
 - Personal Care Routines
 - Language-Reasoning
 - Activities
 - Interaction
 - Program Structure
 - Parents & Staff
- ECERS-R yields a total composite score that is an excellent overall indicator of the quality of a preschool program.
- ECERS-R is a seven point, likert-type scale ranging from 1-7 with 1=inadequate, 3=minimal, 5=good, 7=excellent.
- ECERS-R considers preschool services rated at 3 or below as “low quality,” those services rated between 3 and 5 to be of “medium quality,” and those services rated between 5 and 7 to be of “high quality” or “developmentally appropriate.”
- ECERS-R can be used as a self-study, an accountability measure, and/or a step to NAEYC (National Association for the Education of Young Children) accreditation.

Overview of the Subscales and Items of the ECERS-R

Space and Furnishings

1. Indoor space
2. Furniture for routine care, play, and learning
3. Furnishings for relaxation and comfort
4. Room arrangement for play
5. Space for privacy
6. Child-related display
7. Space for gross motor play
8. Gross motor equipment

Personal Care Routines

9. Greeting/departing
10. Meals/snacks
11. Nap/rest
12. Toileting/diapering
13. Health practices
14. Safety practices

Language-Reasoning

15. Books and pictures
16. Encouraging children to communicate
17. Using language to develop reasoning skills
18. Informal use of language

Activities

19. Fine motor
20. Art
21. Music/movement
22. Blocks
23. Sand/water
24. Dramatic play
25. Nature/science
26. Math/number
27. Use of TV, video, and/or computer
28. Promoting acceptance of diversity

Interaction

29. Supervision of gross motor activities
30. General supervision of children (other than gross motor)
31. Discipline
32. Staff-child interactions
33. Interactions among children

Program Structure

34. Schedule
35. Free play
36. Group time
37. Provisions for children with disabilities

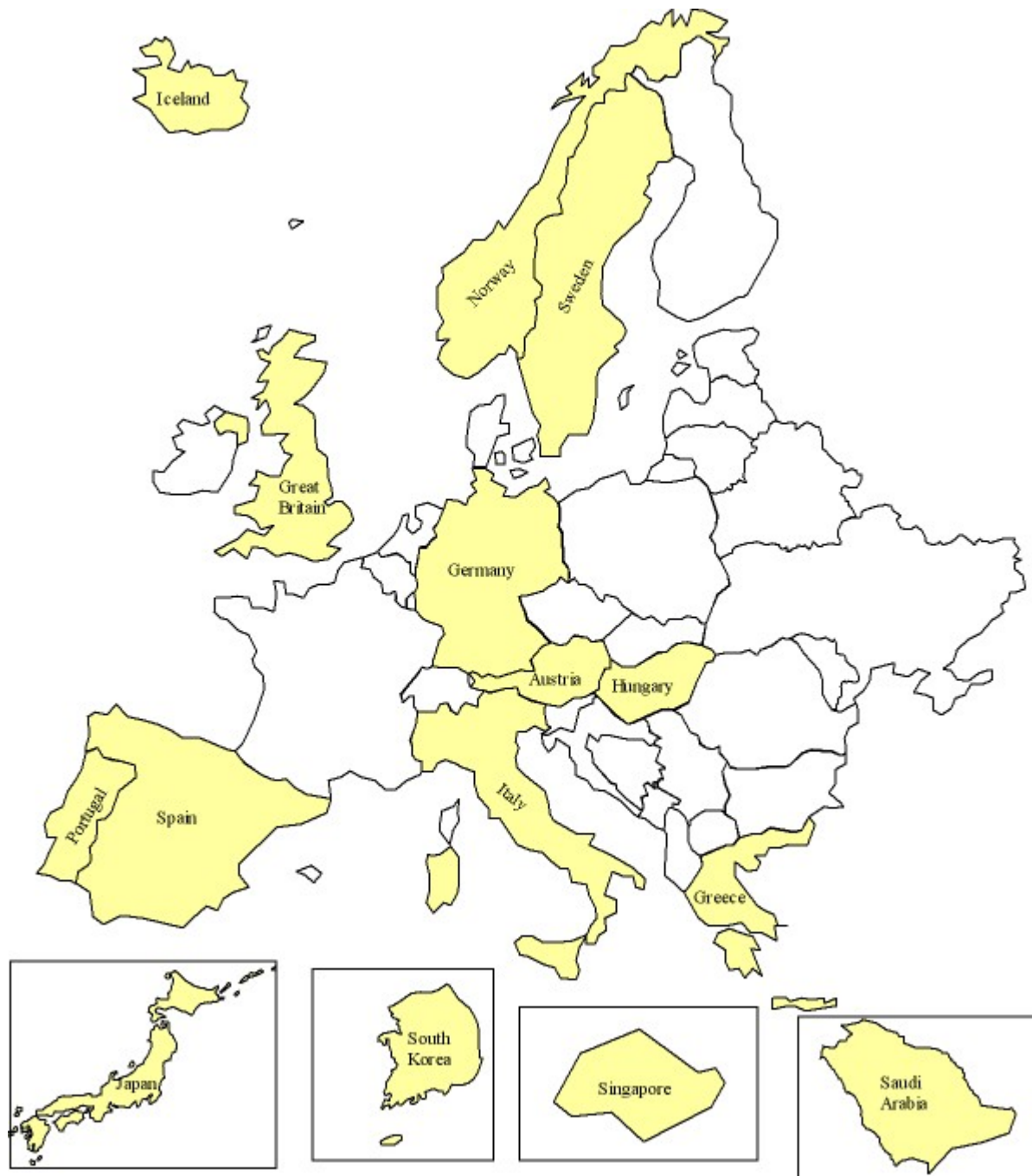
Parents and Staff

38. Provisions for parents
39. Provisions for personal needs of staff
40. Provisions for professional needs of staff
41. Staff interaction and cooperation
42. Supervision and evaluation of staff
43. Opportunities for professional growth

The Use of the Environment Rating Scales in North America



The Use of the Environment Rating Scales Around the World



Vocabulary of Emotions

	Happiness	Caring	Depression	Inadequateness	Fear	Confusion	Hurt	Anger	Loneliness	Remorse
Strong	Delighted	Adoring	Alienated	Blemished	Alarmed	Baffled	Abused	Affronted	Abandoned	Abashed
	Ebullient	Ardent	Barren	Blotched	Appalled	Befuddled	Aching	Belligerent	Black	Debased
	Ecstatic	Cherishing	Beaten	Broken	Desperate	Chaotic	Anguished	Bitter	Cut off	Degraded
	Elated	Compassionate	Bleak	Crippled	Distressed	Confounded	Crushed	Burned up	Deserted	Delinquent
	Energetic	Crazy about	Bleeding	Damaged	Frightened	Confused	Degraded	Enraged	Destroyed	Depraved
	Enthusiastic	Devoted	Dejected	False	Horrificed	Dizzy	Destroyed	Fuming	Empty	Disgraced
	Euphoric	Devoted	Depressed	Feeble	Intimidated	Flustered	Devastated	Furious	Forsaken	Evil
	Excited	Doting	Desolate	Finished	Panicky	Rattled	Discarded	Heated	Isolated	Exposed
	Exhilarated	Fervent	Despondent	Flawed	Paralyzed	Reeling	Disgraced	Incensed	Marooned	Humiliated
	Overjoyed	Idolizing	Dismal	Helpless	Petrified	Shocked	Forsaken	Infuriated	Neglected	Judged
	Thrilled	Infatuated	Empty	Impotent	Shocked	Shook up	Humiliated	Intense	Ostracized	Mortified
	Tickled pink	Worshipful	Gloomy	Inferior	Terrified	Speechless	Mocked	Outraged	Outcast	Shamed
	Turned on	Zealous	Grieved	Invalid	Terror-stricken	Startled	Punished	Provoked	Rejected	Sinful
	Vibrant		Grim	Powerless	Wrecked	Stumped	Rejected	Seething	Shunned	Wicked
	Zippy		Hopeless	Useless		Stunned	Ridiculed	Storming		Wrong
Medium			In despair	Washed up		Taken-aback	Ruined	Truculent		
			Woeful	Whipped		Thrown	Scorned	Vengeful		
			Worried	Worthless		Thunderstruck	Stabbed	Vindictive		
				Zero		Trapped	Tortured	Wild		
	Aglow	Admiring	Awful	Ailing	Afraid	Adrift	Annoyed	Aggravated	Alienated	Apologetic
	Buoyant	Affectionate	Blue	Defeated	Apprehensive	Ambivalent	Belittled	Annoyed	Alone	Ashamed
	Cheerful	Attached	Crestfallen	Deficient	Awkward	Bewildered	Cheapened	Antagonistic	Apart	Contrite
	Elevated	Fond	Demoralized	Dopey	Defensive	Puzzled	Criticized	Crabby	Cheerless	Culpable
	Gleeful	Fond of	Devalued	Feeble	Fearful	Blurred	Damaged	Cranky	Companionless	Demeaned
	Happy	Huggy	Discouraged	Helpless	Fidgety	Disconcerted	Depreciated	Exasperated	Dejected	Downhearted
	In high spirits	Kind	Dispirited	Impaired	Fretful	Disordered	Devalued	Fuming	Despondent	Flustered
	Jovial	Kind-hearted	Distressed	Imperfect	Jumpy	Disorganized	Discredited	Grouchy	Estranged	Guilty
	Light-hearted	Loving	Downcast	Incapable	Nervous	Disquieted	Distressed	Hostile	Excluded	Penitent
	Lively	Partial	Downhearted	Incompetent	Scared	Disturbed	Impaired	Ill-tempered	Left out	Regretful
	Merry	Soft on	Fed up	Incomplete	Shaky	Foggy	Injured	Indignant	Leftover	Remorseful
Light	Riding high	Sympathetic	Lost	Ineffective	Skittish	Frustrated	Maligned	Irate	Lonely	Repentant
	Sparkling	Tender	Melancholy	Inept	Spineless	Misled	Marred	Irritated	Oppressed	Shamefaced
	Up	Trusting	Miserable	Insignificant	Taut	Mistaken	Miffed	Offended	Uncherished	Sorrowful
		Warm-hearted	Regretful	Lacking	Threatened	Misunderstood	Mistreated	Ratty		Sorry
			Rotten	Lame	Troubled	Mixed up	Resentful	Resentful		
			Sorrowful	Overwhelmed	Wired	Perplexed	Troubled	Sore		
			Tearful	Small		Troubled	Used	Spiteful		
			Upset	Substandard			Wounded	Testy		
			Weepy	Unimportant				Ticked off		
	Contented	Appreciative	Blah	Dry	Anxious	Distracted	Let down	Bugged	Blue	Bashful
	Cool	Attentive	Disappointed	Incomplete	Careful	Uncertain	Minimized	Chagrined	Detached	Blushing
	Fine	Considerate	Down	Meager	Cautious	Uncomfortable	Neglected	Dismayed	Discouraged	Chagrined
	Genial	Friendly	Funk	Puny	Disquieted	Undecided	Put away	Galled	Distant	Chastened
	Glad	Interested in	Glum	Tenuous	Goose-bumpy	Unsettled	Put down	Grim	Insulated	Crestfallen
	Gratified	Kind	Low	Tiny	Shy	Unsure	Rueful	Impatient	Melancholy	Embarrassed
	Keen	Like	Moody	Uncertain	Tense		Tender	Irked	Remote	Hesitant
	Pleasant	Respecting	Morose	Unconvincing	Timid		Touched	Petulant	Separate	Humble
	Pleased	Thoughtful	Somber	Unsure	Uneasy		Unhappy	Resentful	Withdrawn	Meek
	Satisfied	Tolerant	Subdued	Weak	Unsure			Sullen		Regretful
	Serene	Warm toward	Uncomfortable	Wishful	Watchful			Uptight		Reluctant
	Sunny	Yielding	Unhappy		Worried					Sheepish

Even Start Coordinator Contact List January 2006

District	Role	Name	Email	Phone
Allendale	ES Coordinator	Edna Youmans	youmanse@acs.k12.sc.us	803-584-4072
Anderson 1	cc	Tanya Richbourg	richbout@anderson1.k12.sc.us	864-847-3632
Anderson 4	ES Coordinator	Charity Walker	clwalker@anderson4.k12.sc.us	864-646-8019
Beaufort	ES Coordinator	Cynthia Davis	cd6824@beaufort.k12.sc.us	843-770-2057
Berkeley	ES Coordinator	Deborah Dye	deborahdye@berkeley.k12.sc.us	843-899-8695
Catawba ES	cc	Bob Bridges	r_bridges01@yahoo.com	
Charleston	ES Coordinator	Martha Watson	martha_watson@charleston.k12.sc.us	843-529-3911
Clarendon 2	ES Coordinator	Jennifer Nelson	jnelson@clarendon2.k12.sc.us	803-473-4958
Edgefield	ES Coordinator	Lena Baker	lbaker@edgefield.k12.sc.us	803-275-4158
Florence 1	ES Coordinator	Til Freeman	Tfreeman@Poynor.com	
Florence 3	ES Coordinator	Diane Oliver	doliver@florence3.k12.sc.us	843-374-8770
Georgetown	ES Coordinator	Martha Davis	mmdavis@gcsd.k12.sc.us	843-436-7036
Georgtown	cc	Patti Hammel	phammel@gcsd.k12.sc.us	
Greenville	ES Coordinator	Carolyn Beiers	cbeiers@greenville.k12.sc.us	864-355-7361
Greenwood 50	ES Coordinator	Glennis Cannon	cannong@mail.gwd50.k12.sc.us	864-941-5484
Lee	cc	Janice Rivers	riversj@lee.k12.sc.us	803-484-5327
Lee	ES Coordinator	Bertha S. Scott	scottb@lee.k12.sc.us	803-484-5327
McCormick	ES Coordinator	Luella Crosby	EvenStart@wctel.net	864-443-5617
McCormick	cc	Betty Jo Hall	hallbj@mccormick.k12.sc.us	
Oconee	ES Coordinator	Jill Gibbs	jrgibbs@oconee.k12.sc.us	
Pickens	ES Coordinator	Stephanie Lackey	lackeysf@pickens.k12.sc.us	855-7875
Spartanburg 5	ES Coordinator	Debbie Strickland	dstrickland@spart5.k12.sc.us	864-949-2350
Spartanburg 7	ES Coordinator	Marilyn Anderson	manderson@spart7.k12.sc.us	864-596-8448
Union	ES Coordinator	Mary Foster	mfoster@union.k12.sc.us	864-429-1772

Early Childhood Expenditures - by District								
FY 2004-2005								
District	Local ⁽¹⁾	State (not EIA) ⁽²⁾	State - EIA ⁽³⁾	Title I ⁽⁴⁾	IDEA ⁽⁴⁾	Pre-school Handicapped ⁽⁴⁾	All Other Federal	Total Early Childhood Expenditures
Abbeville	8,890.01	-	153,723.12	-	-	-		\$ 162,613.13
Aiken	202,120.87	255,541.38	968,752.64	159,355.20	-	-	133,153.48	\$ 1,718,923.57
Allendale	39,233.79	-	100,927.52	137,443.57	-	-	1,521.25	\$ 279,126.13
Anderson 01	59,828.79	73,586.00	239,746.49	172,458.57	-	18,733.84	108,178.62	\$ 672,532.31
Anderson 02	-	-	122,259.42	-	-	-		\$ 122,259.42
Anderson 03	11,314.60	-	72,133.74	-	4,058.46	-		\$ 87,506.80
Anderson 04	79,527.06	68,966.00	113,500.08	36,697.56	-	1,844.64	147,743.86	\$ 448,279.20
Anderson 05	53,594.36	74,844.03	434,125.73	68,746.41	-	-	200,686.49	\$ 831,997.02
Bamberg 01	240,525.03	-	45,662.28	-	-	-		\$ 286,187.31
Bamberg 02	-	-	6,006.75	-	-	-		\$ 6,006.75
Barnwell 19	4,949.39	-	74,792.40	-	-	-		\$ 79,741.79
Barnwell 29	8,621.47	-	33,339.18	-	-	-		\$ 41,960.65
Barnwell 45	-	-	2,132.75	-	-	-		\$ 2,132.75
Beaufort	653,820.49	-	309,296.75	322,034.97	-	-		\$ 1,285,152.21
Berkeley	207,520.07	147,354.87	972,319.39	60,678.83	-	-		\$ 1,387,873.16
Calhoun	285,411.39	60,221.38	95,056.14	-	-	-		\$ 440,688.91
Charleston	-	-	1,608,488.42	-	-	-		\$ 1,608,488.42
Cherokee	696.68	-	476,784.17	-	-	-		\$ 477,480.85
Chester	38,911.24	35,247.61	266,408.40	-	-	-		\$ 340,567.25
Chesterfield	50,016.82	-	391,818.00	926.47	-	-	249,128.34	\$ 691,889.63
Clarendon 01	-	-	46,612.64	14,397.62	-	-		\$ 61,010.26
Clarendon 02	50,263.38	120,153.13	115,652.83	-	-	-	161,214.69	\$ 447,284.03
Clarendon 03	131,755.33	-	43,501.19	-	-	-		\$ 175,256.52
Colleton	251,075.81	56,241.95	383,716.90	149,861.90	-	-		\$ 840,896.56
Darlington	-	-	505,336.24	-	-	-		\$ 505,336.24
Dillon 01	176.01	2,584.78	37,771.16	29,679.93	-	-		\$ 70,211.88
Dillon 02	17,591.00	-	225,769.12	-	-	-		\$ 243,360.12
Dillon 03	62,865.00	-	49,975.21	-	-	-	85,091.96	\$ 197,932.17
Dorchester 02	60,986.44	82,666.51	685,580.05	-	-	-		\$ 829,233.00
Dorchester 04	143,226.49	44,247.17	133,542.51	-	-	-		\$ 321,016.17
Edgefield	78,723.11	12,429.23	179,779.75	-	-	-	41,692.32	\$ 312,624.41
Fairfield	835,954.48	16,065.62	181,228.91	-	-	-	625.00	\$ 1,033,874.01

District	Local ⁽¹⁾	State (not EIA) ⁽²⁾	State - EIA ⁽³⁾	Title I ⁽⁴⁾	IDEA ⁽⁴⁾	Pre-school Handicapped ⁽⁴⁾	All Other Federal	Total Early Childhood Expenditures
Florence 01	192,374.00	-	451,176.35	200,459.00	-	-		\$ 844,009.35
Florence 02	-	-	971.73	-	-	-		\$ 971.73
Florence 03	8.00	-	194,004.02	165,279.42	-	-	69,318.31	\$ 428,609.75
Florence 04	7,577.70	-	66,957.34	48,343.63	-	-	98,878.08	\$ 221,756.75
Florence 05	53,347.47	19,087.06	50,317.74	55,014.52	-	-	243,196.35	\$ 420,963.14
Georgetown	402,370.19	-	340,151.98	114,147.55	-	-		\$ 856,669.72
Greenville	846,910.00	394,054.84	2,295,684.30	1,621,994.00	-	-	117,444.32	\$ 5,276,087.46
Greenwood 50	24,372.00	-	338,524.36	56,721.58	-	-	14,290.00	\$ 433,907.94
Greenwood 51	36,606.00	-	39,799.23	617.00	-	-		\$ 77,022.23
Greenwood 52	-	-	79,342.96	-	-	-		\$ 79,342.96
Hampton 01	245,340.67	-	2,401.36	-	-	-		\$ 247,742.03
Hampton 02	24.57	-	87,767.32	57,659.14	-	-		\$ 145,451.03
Horry	1,518,485.74	39,254.84	1,379,212.43	1,317,470.97	-	-		\$ 4,254,423.98
Jasper	-	68,340.59	129,876.26	-	-	-		\$ 198,216.85
Kershaw	77,887.85	-	371,396.58	41,333.64	-	-		\$ 490,618.07
Lancaster	44,395.21	-	409,512.74	-	-	-		\$ 453,907.95
Laurens 55	464,191.96	76,604.58	302,643.23	99,734.29	-	-		\$ 943,174.06
Laurens 56	14,183.00	75,000.00	169,644.33	-	-	-		\$ 258,827.33
Lee	103,768.06	-	135,902.62	-	-	-		\$ 239,670.68
Lexington 01	91,977.04	-	596,304.40	-	-	-		\$ 688,281.44
Lexington 02	253,132.60	-	329,091.92	-	-	-		\$ 582,224.52
Lexington 03	67,097.91	10,036.43	94,534.72	-	-	-		\$ 171,669.06
Lexington 04	34,339.31	35,155.90	132,998.78	236,674.84	-	-	32,503.94	\$ 471,672.77
Lexington 05	176,288.83	-	203,415.94	-	-	-		\$ 379,704.77
McCormick	48,066.47	-	58,450.11	-	-	-		\$ 106,516.58
Marion 01	16,056.45	-	140,866.28	-	-	-	605,055.91	\$ 761,978.64
Marion 02	34,986.99	-	191,035.60	97,498.10	-	-		\$ 323,520.69
Marion 07	305.15	670.35	69,522.17	85,915.69	-	-	141,925.68	\$ 298,339.04
Marlboro	343,020.50	47,994.39	216,911.20	-	-	-	257,408.64	\$ 865,334.73
Newberry	221,180.55	-	198,760.44	177,944.94	-	41,917.49		\$ 639,803.42
Oconee	89,132.10	90,339.58	504,859.56	-	-	-	506,598.55	\$ 1,190,929.79
Orangeburg 03	136,927.98	-	274,058.13	-	-	-		\$ 410,986.11
Orangeburg 04	91,210.22	-	228,036.33	-	-	-		\$ 319,246.55
Orangeburg 05	629,166.51	76,000.00	362,432.34	216,475.80	-	-	12,835.81	\$ 1,296,910.46
Pickens	98,348.17	121,400.00	477,120.24	-	-	-		\$ 696,868.41

District	Local ⁽¹⁾	State (not EIA) ⁽²⁾	State - EIA ⁽³⁾	Title I ⁽⁴⁾	IDEA ⁽⁴⁾	Pre-school Handicapped ⁽⁴⁾	All Other Federal	Total Early Childhood Expenditures
Richland 01	539,304.10	39,254.84	1,192,498.41	1,058,728.89	269,557.55	-		\$ 3,099,343.79
Richland 02	11,837.11	17,576.61	415,552.58	645,430.95	-	-		\$ 1,090,397.25
Saluda	-	-	92,130.76	-	-	-		\$ 92,130.76
Spartanburg 01	-	-	105,566.23	-	-	-		\$ 105,566.23
Spartanburg 02	18,972.23	-	269,889.33	120,664.16	-	-		\$ 409,525.72
Spartanburg 03	8,114.46	-	106,727.83	113,044.76	-	-		\$ 227,887.05
Spartanburg 04	35,627.68	-	89,736.16	-	31,138.12	-		\$ 156,501.96
Spartanburg 05	208,808.09	45,430.83	134,096.44	-	-	-	108,297.38	\$ 496,632.74
Spartanburg 06	115,989.29	-	158,483.18	-	-	-		\$ 274,472.47
Spartanburg 07	3,143.72	-	492,231.89	333,818.41	-	-	383,299.90	\$ 1,212,493.92
Sumter 02	118,427.55	-	452,634.30	178.60	-	-		\$ 571,240.45
Sumter 17	104,515.78	-	421,566.35	-	-	-		\$ 526,082.13
Union	25,985.81	-	194,863.79	-	-	-		\$ 220,849.60
Williamsburg	147,237.64	146,483.44	376,444.40	31,892.96	-	-		\$ 702,058.44
York 01	69,507.31	25,000.00	177,838.84	154,589.28	-	-		\$ 426,935.43
York 02	534,844.02	52,912.06	136,914.24	-	-	-	119,021.12	\$ 843,691.44
York 03	-	-	531,153.00	-	-	-		\$ 531,153.00
York 04	2,336.90	-	80,993.48	-	18,529.41	-		\$ 101,859.79
								\$ -
	\$ 11,885,330.00	\$ 2,430,746.00	\$ 25,428,746.13	\$ 8,203,913.15	\$ 323,283.54	\$ 62,495.97	\$ 3,839,110.00	\$ 52,173,624.79

Early Childhood Expenditures - by District								
FY 2004-2005								
District	Local ⁽¹⁾	State (not EIA) ⁽²⁾	State - EIA ⁽³⁾	Title I ⁽⁴⁾	IDEA ⁽⁴⁾	Pre-school Handicapped ⁽⁴⁾	All Other Federal	Total Early Childhood Expenditures
Abbeville	8,890.01	-	153,723.12	-	-	-		\$ 162,613.13
Aiken	202,120.87	255,541.38	968,752.64	159,355.20	-	-	133,153.48	\$ 1,718,923.57
Allendale	39,233.79	-	100,927.52	137,443.57	-	-	1,521.25	\$ 279,126.13
Anderson 01	59,828.79	73,586.00	239,746.49	172,458.57	-	18,733.84	108,178.62	\$ 672,532.31
Anderson 02	-	-	122,259.42	-	-	-		\$ 122,259.42
Anderson 03	11,314.60	-	72,133.74	-	4,058.46	-		\$ 87,506.80
Anderson 04	79,527.06	68,966.00	113,500.08	36,697.56	-	1,844.64	147,743.86	\$ 448,279.20
Anderson 05	53,594.36	74,844.03	434,125.73	68,746.41	-	-	200,686.49	\$ 831,997.02
Bamberg 01	240,525.03	-	45,662.28	-	-	-		\$ 286,187.31
Bamberg 02	-	-	6,006.75	-	-	-		\$ 6,006.75
Barnwell 19	4,949.39	-	74,792.40	-	-	-		\$ 79,741.79
Barnwell 29	8,621.47	-	33,339.18	-	-	-		\$ 41,960.65
Barnwell 45	-	-	2,132.75	-	-	-		\$ 2,132.75
Beaufort	653,820.49	-	309,296.75	322,034.97	-	-		\$ 1,285,152.21
Berkeley	207,520.07	147,354.87	972,319.39	60,678.83	-	-		\$ 1,387,873.16
Calhoun	285,411.39	60,221.38	95,056.14	-	-	-		\$ 440,688.91
Charleston	-	-	1,608,488.42	-	-	-		\$ 1,608,488.42
Cherokee	696.68	-	476,784.17	-	-	-		\$ 477,480.85
Chester	38,911.24	35,247.61	266,408.40	-	-	-		\$ 340,567.25
Chesterfield	50,016.82	-	391,818.00	926.47	-	-	249,128.34	\$ 691,889.63
Clarendon 01	-	-	46,612.64	14,397.62	-	-		\$ 61,010.26
Clarendon 02	50,263.38	120,153.13	115,652.83	-	-	-	161,214.69	\$ 447,284.03
Clarendon 03	131,755.33	-	43,501.19	-	-	-		\$ 175,256.52
Colleton	251,075.81	56,241.95	383,716.90	149,861.90	-	-		\$ 840,896.56
Darlington	-	-	505,336.24	-	-	-		\$ 505,336.24
Dillon 01	176.01	2,584.78	37,771.16	29,679.93	-	-		\$ 70,211.88
Dillon 02	17,591.00	-	225,769.12	-	-	-		\$ 243,360.12
Dillon 03	62,865.00	-	49,975.21	-	-	-	85,091.96	\$ 197,932.17
Dorchester 02	60,986.44	82,666.51	685,580.05	-	-	-		\$ 829,233.00
Dorchester 04	143,226.49	44,247.17	133,542.51	-	-	-		\$ 321,016.17
Edgefield	78,723.11	12,429.23	179,779.75	-	-	-	41,692.32	\$ 312,624.41
Fairfield	835,954.48	16,065.62	181,228.91	-	-	-	625.00	\$ 1,033,874.01

District	Local ⁽¹⁾	State (not EIA) ⁽²⁾	State - EIA ⁽³⁾	Title I ⁽⁴⁾	IDEA ⁽⁴⁾	Pre-school Handicapped ⁽⁴⁾	All Other Federal	Total Early Childhood Expenditures
Florence 01	192,374.00	-	451,176.35	200,459.00	-	-		\$ 844,009.35
Florence 02	-	-	971.73	-	-	-		\$ 971.73
Florence 03	8.00	-	194,004.02	165,279.42	-	-	69,318.31	\$ 428,609.75
Florence 04	7,577.70	-	66,957.34	48,343.63	-	-	98,878.08	\$ 221,756.75
Florence 05	53,347.47	19,087.06	50,317.74	55,014.52	-	-	243,196.35	\$ 420,963.14
Georgetown	402,370.19	-	340,151.98	114,147.55	-	-		\$ 856,669.72
Greenville	846,910.00	394,054.84	2,295,684.30	1,621,994.00	-	-	117,444.32	\$ 5,276,087.46
Greenwood 50	24,372.00	-	338,524.36	56,721.58	-	-	14,290.00	\$ 433,907.94
Greenwood 51	36,606.00	-	39,799.23	617.00	-	-		\$ 77,022.23
Greenwood 52	-	-	79,342.96	-	-	-		\$ 79,342.96
Hampton 01	245,340.67	-	2,401.36	-	-	-		\$ 247,742.03
Hampton 02	24.57	-	87,767.32	57,659.14	-	-		\$ 145,451.03
Horry	1,518,485.74	39,254.84	1,379,212.43	1,317,470.97	-	-		\$ 4,254,423.98
Jasper	-	68,340.59	129,876.26	-	-	-		\$ 198,216.85
Kershaw	77,887.85	-	371,396.58	41,333.64	-	-		\$ 490,618.07
Lancaster	44,395.21	-	409,512.74	-	-	-		\$ 453,907.95
Laurens 55	464,191.96	76,604.58	302,643.23	99,734.29	-	-		\$ 943,174.06
Laurens 56	14,183.00	75,000.00	169,644.33	-	-	-		\$ 258,827.33
Lee	103,768.06	-	135,902.62	-	-	-		\$ 239,670.68
Lexington 01	91,977.04	-	596,304.40	-	-	-		\$ 688,281.44
Lexington 02	253,132.60	-	329,091.92	-	-	-		\$ 582,224.52
Lexington 03	67,097.91	10,036.43	94,534.72	-	-	-		\$ 171,669.06
Lexington 04	34,339.31	35,155.90	132,998.78	236,674.84	-	-	32,503.94	\$ 471,672.77
Lexington 05	176,288.83	-	203,415.94	-	-	-		\$ 379,704.77
McCormick	48,066.47	-	58,450.11	-	-	-		\$ 106,516.58
Marion 01	16,056.45	-	140,866.28	-	-	-	605,055.91	\$ 761,978.64
Marion 02	34,986.99	-	191,035.60	97,498.10	-	-		\$ 323,520.69
Marion 07	305.15	670.35	69,522.17	85,915.69	-	-	141,925.68	\$ 298,339.04
Marlboro	343,020.50	47,994.39	216,911.20	-	-	-	257,408.64	\$ 865,334.73
Newberry	221,180.55	-	198,760.44	177,944.94	-	41,917.49		\$ 639,803.42
Oconee	89,132.10	90,339.58	504,859.56	-	-	-	506,598.55	\$ 1,190,929.79
Orangeburg 03	136,927.98	-	274,058.13	-	-	-		\$ 410,986.11
Orangeburg 04	91,210.22	-	228,036.33	-	-	-		\$ 319,246.55
Orangeburg 05	629,166.51	76,000.00	362,432.34	216,475.80	-	-	12,835.81	\$ 1,296,910.46
Pickens	98,348.17	121,400.00	477,120.24	-	-	-		\$ 696,868.41

District	Local ⁽¹⁾	State (not EIA) ⁽²⁾	State - EIA ⁽³⁾	Title I ⁽⁴⁾	IDEA ⁽⁴⁾	Pre-school Handicapped ⁽⁴⁾	All Other Federal	Total Early Childhood Expenditures
Richland 01	539,304.10	39,254.84	1,192,498.41	1,058,728.89	269,557.55	-		\$ 3,099,343.79
Richland 02	11,837.11	17,576.61	415,552.58	645,430.95	-	-		\$ 1,090,397.25
Saluda	-	-	92,130.76	-	-	-		\$ 92,130.76
Spartanburg 01	-	-	105,566.23	-	-	-		\$ 105,566.23
Spartanburg 02	18,972.23	-	269,889.33	120,664.16	-	-		\$ 409,525.72
Spartanburg 03	8,114.46	-	106,727.83	113,044.76	-	-		\$ 227,887.05
Spartanburg 04	35,627.68	-	89,736.16	-	31,138.12	-		\$ 156,501.96
Spartanburg 05	208,808.09	45,430.83	134,096.44	-	-	-	108,297.38	\$ 496,632.74
Spartanburg 06	115,989.29	-	158,483.18	-	-	-		\$ 274,472.47
Spartanburg 07	3,143.72	-	492,231.89	333,818.41	-	-	383,299.90	\$ 1,212,493.92
Sumter 02	118,427.55	-	452,634.30	178.60	-	-		\$ 571,240.45
Sumter 17	104,515.78	-	421,566.35	-	-	-		\$ 526,082.13
Union	25,985.81	-	194,863.79	-	-	-		\$ 220,849.60
Williamsburg	147,237.64	146,483.44	376,444.40	31,892.96	-	-		\$ 702,058.44
York 01	69,507.31	25,000.00	177,838.84	154,589.28	-	-		\$ 426,935.43
York 02	534,844.02	52,912.06	136,914.24	-	-	-	119,021.12	\$ 843,691.44
York 03	-	-	531,153.00	-	-	-		\$ 531,153.00
York 04	2,336.90	-	80,993.48	-	18,529.41	-		\$ 101,859.79
								\$ -
	\$ 11,885,330.00	\$ 2,430,746.00	\$ 25,428,746.13	\$ 8,203,913.15	\$ 323,283.54	\$ 62,495.97	\$ 3,839,110.00	\$ 52,173,624.79

GUIDELINES
IMPLEMENTAION OF REGULATION 43-264.1
HALF-DAY CHILD DEVELOPMENT PROGRAMS

A. EDUCATIONAL PROGRAM

1. Organization

Instructional models should be consistent with the intent of the Early Childhood Development and Academic Assistance Act of 1993. (ACT 135).

Models implemented should reflect a comprehensive study of current test, data instructional trends and research, and school and community demographics information.

2. Program Length

In addition to the two and one half hour instructional time, classroom staff should conduct a minimum of four parent/guardian conferences per year. Two should be in a setting other than the school.

3. Professional Development

Principals, directors, teachers and teaching assistants should participate in training as required by the school/district professional development plan.

Collaboration in each district with health and human service agencies, adult education programs, and other components of the early childhood initiatives should be done to avoid duplication of effort and to make maximum use of resources.

B. REPORTING REQUIREMENTS

1. Financial

Expenditures in each category must adhere to definitions and guidelines established by the Office of Finance, State Department of Education, or the State Procurement code.

Allowable expenditures include:

- Salaries
- Fringe Benefits
- Purchased Services
- Travel
- Utilities and other actual operational express
- Comprehensive Health Appraisal
- Instructional supplies
- Nutritional supplement
- Evaluation materials
- Equipment for Instructional Purposes

2. Attendance Reports

Individual records of attendance for each child in the program should be kept per South Carolina pupil attendance requirement.

No child may be carried in membership after the date of official withdrawal.

3. Cumulative Records

The school district should initiate for each child a permanent record upon entry into that program. This record should include information on the child's growth and development, and should be maintained and forwarded to the child's next teacher each subsequent year as part of the district's system.

C. STAFFING

1. Staff Ratio

The staffing patterns for child development centers will vary according to the size of the programs and amount of district level supervision.

Supervision

Each program should be supervised by a director, a head teacher or an elementary principal. When the child development program is not located in the

elementary school principal, the following requirements should be met:

- a. A child development program serving 120 or more children should employ a full-time director.
- b. A child development program serving less than 120 children should employ a head teacher who devotes half time to administration and supervision and half time to teaching in the center.
- c. The director or head teacher should be appropriately qualified.

3. Staff Qualifications

There should be a full time appropriately certified teacher employed for each half-day class with a maximum of twenty (20) children per session. Teachers should be certified in early childhood education or hold a Bachelor's degree in child development or have a Bachelor's degree with a minimum of six hours in early childhood education.

There should be one teaching assistant for each half-day class with a maximum of twenty children per session. Teaching assistants should have at least a high school diploma or the equivalent.

4. Other Staff Positions

The qualifications of all staff providing supervision and/or support services should not be less than the general requirements for other district employees in similar positions.

D. HEALTH AND SAFETY STANDARDS

Appropriate and adequate physical facilities should be provided. Classrooms should provide a minimum of 35 square feet per child and include a sink area. The bathroom facility should be either with the classroom or in a close proximity. Outdoor play space should be provided at a minimum of 100 square feet per child.

One nutritional supplement (snack) should be provided daily for each child in each half-day session. Participation in a breakfast or lunch program is adequate to meet this requirement.

Districts should examine the program for compliance with appropriate State Board of Education regulations.

Programs for Young Children

Philosophy and Guiding Principles

Four-year-old and five-year-old kindergarten plays a unique role in a child's educational experience, serving as a transition from home or pre-school experiences to formal schooling. The kindergarten experience is critical in establishing **positive feelings** about coming to school and the child's view of self as a **capable learner**. It is important that, in a school setting, children's natural dispositions for learning are nurtured and built upon and that the foundations of **family learning and involvement** in the children's education are supported. Through participation in 5k programs, children increase their desire to learn, to think for themselves, to solve problems, and to express themselves through the languages of words, mathematics, music and the arts. They learn to live and work with others.

Early childhood educators know that programs for young children should support the development of the **whole child**. Good 5K programs provide **integrated experiences** that address children's physical, cognitive, social and emotional needs. Knowledge of the **typical development** of children within the age span of the students served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

Instructional practices should be appropriate to **the developmental stages** of the children. Young children learn as the result of the interaction between their thoughts and experience with materials, ideas, and people. Children learn best when curricular content is meaningful and utilizes real situations from familiar environments. The overlapping of subject matter, or the **integration of content**, increases the likelihood that children will make connections, find the information meaningful and apply it in real-life contexts.

Learning results from children's **active involvement** with their surroundings. A **learning center organization** reflects this understanding and is used to provide materials and spaces that engage children's minds. The classroom provides a **child-centered, multi-sensory** environment where children can make choices, be self-directed, and develop concepts and skills within a well planned, stimulating atmosphere. Daily plans reflect a **balance** between teacher-initiated and child-initiated activities. Attention is given to children's learning styles and preferences. Students with identified disabilities or needs receive special assistance. Because each child is unique in terms of maturity, personality, strengths, and experiential background, activities should be open-ended and challenging to best support each child's development and growing ability to meet learner standards in all areas.

There is an important interrelationship of all aspects of each child's development with physical, social, psychomotor, and cognitive growth clearly interwoven. Research by Bloom, Hunt, Piaget, Vygotsky, Gardner, Eisner, Katz, Clay and others suggests that the early years are crucial for the development of intelligence. In the development of thinking skills, strategies, and concepts, it is essential that children learn in a **stimulating**

and responsive environment with which they are encouraged to interact. The child's degree of success in using thinking skills and strategies to generalize in a variety of situations is largely determined while the child is very young and is based on the quality of the child's experiences during that time. Strong family involvement based on mutual respect and open communication between the home and school is critical in maximizing children's growth and development in all areas.

In conclusion, early childhood educators in the School District of Greenville County are committed to teaching in ways that are consistent with the needs of young children as learners. We believe that learning environments and instructional strategies should consistently provide age, individual, and culturally appropriate experiences. The requirement of certification in early childhood education helps to ensure that teachers are properly prepared to provide quality programs for young children across the state. It is vital that those who work with young children have an in-depth understanding of the foundations of early childhood curriculum and instruction and the ability to apply their knowledge to provide appropriate, mind-engaging daily experiences. In so doing, children can construct and share knowledge within the context of a joyful, respectful, and intellectually engaging instructional program.

Numbers of Students Participating in Public School 4K Program By School District, 2005-2006 School Year

District	Gender		Ethnic Group				Federal Lunch Program		IEP (Disability)	Total Enrolled
	Female	Male	African- American	White	Hispanic	Other	Free/Reduced Lunch	Pay Lunch		
Abbeville	53	75	45	81	1	1	76	52	0	128
Aiken	385	442	329	392	75	31	529	288	0	827
Allendale	39	47	83	2	0	1	74	11	0	86
Anderson 1	134	168	17	243	27	14	134	168	0	302
Anderson 2	51	42	5	83	4	1	17	75	0	93
Anderson 3	31	42	12	58	0	3	24	49	0	73
Anderson 4	54	55	25	76	3	5	60	49	0	109
Anderson 5	74	92	80	67	6	13	100	66	0	166
Bamberg 1	29	40	18	47	3	1	20	49	0	69
Bamberg 2	20	23	41	0	1	1	41	2	0	43
Barnwell 19	24	17	30	11	0	0	33	8	0	41
Barnwell 29	23	18	20	20	0	1	25	16	0	41
Barnwell 45	38	44	41	32	1	8	62	19	0	82
Beaufort	373	375	331	211	169	37	413	333	2	748
Berkeley	326	421	267	351	81	48	392	353	3	747
Calhoun	56	50	73	29	2	2	91	13	0	106
Charleston	752	807	1026	304	170	58	1070	482	0	1559
Cherokee	131	157	53	205	20	10	146	141	0	288
Chester	89	90	81	94	2	2	106	73	0	179
Chesterfield	137	136	77	170	16	10	169	101	0	273
Clarendon 1	18	21	38	0	0	1	39	0	0	39
Clarendon 2	66	70	65	58	10	3	74	56	0	136
Clarendon 3	33	28	17	42	2	0	29	32	0	61
Colleton	133	153	139	125	10	12	203	82	1	286
Darlington	140	135	148	114	9	4	188	83	1	275
Dillon 1	17	24	18	23	0	0	25	14	0	41
Dillon 2	65	65	61	57	1	11	84	46	0	130

Dillon 3	35	48	25	55	1	2	57	26	0	83
Dorchester 2	204	213	127	219	35	36	101	316	0	417
Dorchester 4	51	60	64	41	3	3	80	30	0	111
Edgefield	64	68	77	44	8	3	108	22	0	132
Fairfield	76	101	152	23	1	1	140	35	0	177
Florence 1	153	184	209	108	10	10	222	113	0	337
Florence 2	16	22	26	6	3	3	38	0	0	38
Florence 3	68	78	75	64	5	2	128	17	0	146
Florence 4	23	30	48	5	0	0	43	10	0	53
Florence 5	29	37	21	36	3	6	39	27	0	66
Georgetown	180	203	209	145	25	4	281	99	0	383
Greenville	741	818	459	668	325	107	862	694	5	1559
Greenwood 50	170	203	120	186	59	8	162	207	0	373
Greenwood 51	25	17	6	33	1	2	18	24	0	42
Greenwood 52	19	32	13	35	1	2	29	22	0	51
Hampton 1	85	95	98	77	0	5	127	52	0	180
Hampton 2	21	19	37	1	2	0	32	7	0	40
Horry	614	708	391	705	150	76	980	339	2	1322
Jasper	75	71	99	8	38	1	127	19	0	146
Kershaw	100	136	58	162	9	7	141	95	1	236
Lancaster	95	103	87	73	34	4	120	78	0	198
Laurens 55	165	182	88	217	30	12	159	183	0	347
Laurens 56	33	58	34	51	5	1	64	27	0	91
Lee	55	49	98	5	1	0	99	5	0	104
Lexington 1	155	198	28	263	38	24	78	272	0	353
Lexington 2	148	153	96	138	42	25	111	190	1	301
Lexington 3	51	44	37	49	5	4	54	41	0	95
Lexington 4	86	99	29	150	5	1	112	73	0	185
Lexington 5	62	86	73	65	4	6	63	85	0	148
McCormick	19	14	16	16	0	1	20	11	0	33
Marion 1	51	67	74	41	1	2	91	27	0	118
Marion 2	48	62	57	49	1	3	88	22	0	110

Marion 7	20	33	51	2	0	0	50	2	0	53
Marlboro	85	78	75	66	2	20	129	15	0	163
Newberry	95	70	61	56	39	9	118	46	0	165
Oconee	131	123	32	175	39	8	188	66	0	254
Orangeburg 3	93	87	156	21	3	0	151	29	0	180
Orangeburg 4	78	90	84	72	7	5	104	57	0	168
Orangeburg 5	137	154	265	20	3	3	252	38	0	291
Pickens	236	240	29	384	25	38	355	121	0	476
Richland 1	413	435	719	64	32	33	649	192	1	848
Richland 2	195	207	250	90	35	27	210	189	2	402
Saluda	27	24	30	12	9	0	26	25	0	51
Spartanburg 1	82	75	9	127	10	10	57	100	0	157
Spartanburg 2	144	151	30	189	43	33	123	171	0	295
Spartanburg 3	54	56	19	83	4	4	65	44	0	110
Spartanburg 4	36	47	6	66	8	3	23	60	0	83
Spartanburg 5	99	83	22	131	16	13	77	104	0	182
Spartanburg 6	68	80	51	40	46	11	99	47	0	148
Spartanburg 7	152	167	243	49	10	17	271	48	0	319
Sumter 2	166	165	182	131	12	6	224	103	0	331
Sumter 17	132	177	224	68	11	6	213	95	0	309
Union	94	87	59	115	3	4	122	54	0	181
Williamsburg	95	100	171	21	2	1	175	20	0	195
York 1	86	92	30	134	10	4	48	130	0	178
York 2	135	176	31	260	6	14	117	194	1	311
York 3	175	158	120	164	28	21	9	322	0	333
York 4	30	29	14	34	5	6	18	41	3	59
Totals	10065	11079	9134	9207	1866	935	12871	8142	23	21145

Source: SC Department of Education

. Requirements for Certification in Early Childhood Education:

- Earn a bachelor's or master's degree from a state approved teacher education program or NCATE approved program
- Submit the required teacher examination scores; National Teacher Exam/Praxis II pedagogy, the Principles of Learning and Teaching and exam in subject area of early childhood education
- Be at least 18 years of age
- Comply with SLED check and Finger print process
- Pay required fees

Required Coursework:

- | | |
|---|-------|
| • The Behavior and Development of the Young Child | 3 hrs |
| • Curriculum for Early Childhood Education | 3 hrs |
| • Methods and Materials for Early Childhood | 3 hrs |
| • Practicum in Early Childhood Education | 3 hrs |
| • Teaching Reading at the Elementary Level or Emergent Literacy | 3 hrs |
| • Content courses in math, science, and social studies (Each must be represented) | 9 hrs |

Credits earned in child psychology may be substituted for "The Behavior and Development of the Young Child." The practicum requirement may be waived based on one year's experience in grades prek – 3rd grade.

Teachers who are not employed in public school settings (including Head Start and private childcare) but have completed the above requirements and receive early childhood certification may annually renew their certification status by having their Director ask for a one extension from the Office of Educator Certification. This must be done annually. Those teachers must also take the required six hours of college credits every five years.

Alignment of the South Carolina Pre-Kindergarten and Kindergarten Curriculum Standards With *The Creative Curriculum® for Preschool* and the Goals and Objectives of *The Creative Curriculum® Developmental Continuum for Ages 3–5*

The Creative Curriculum for Preschool is a comprehensive curriculum framework that guides teachers in designing a preschool program in which children learn important skills and content, and develop social competence. The Curriculum shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program. It shows how teachers guide learning in literacy, math, science, social studies, the arts, and technology while also supporting children's social/emotional development. *The Creative Curriculum for Preschool* emphasizes that children can learn in many different settings and through diverse activities. Curriculum and assessment are linked by use of *The Creative Curriculum Developmental Continuum Assessment System*, based on *The Creative Curriculum Developmental Continuum for Ages 3–5*.

The *Developmental Continuum* has 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective is broken into three developmental steps showing the expected sequence of development for each objective. In addition, there may be children who, in one or more areas of development, are not yet in the typical range. Thus we have also created a Forerunner step for each objective. (Forerunners are not shown in this correlation) The developmental steps give teachers a way to determine each child's current development in relation to each objective. This information also allows teachers to decide what specific support and kinds of experiences will enable each child to further develop and learn.

Please note that, while *The Creative Curriculum for Preschool* covers the growth and development of preschool-aged children *only*, two of the South Carolina Curriculum Standards—Physical Education and Visual and Performing Arts—cover kindergarten-aged children together with preschool-aged children.

Four *Creative Curriculum* objectives could not be mapped onto any of the South Carolina standards: 1. Shows ability to adjust to new situations; 2. Demonstrates appropriate trust in adults; 19. Controls small muscles in hands; and 20. Coordinates eye-hand movement.

Contents	Page
English Language Arts	2
Mathematics	15
Physical Education	22
Visual and Performing Arts	29

References

Dodge, D. T., Colker, L. J., & Heroman, C. (2002). *The Creative Curriculum® for preschool*. Washington, DC: Teaching Strategies, Inc.

Dodge, D. T., Colker, L. J., & Heroman, C. (2001). *The Creative Curriculum® developmental continuum for ages 3–5*. Washington, DC: Author.

South Carolina Department of Education. Office of Curriculum and Standards. (2002). *Curriculum Standards*. Retrieved September 24, 2004 from <http://www.myschools.com/offices/cso/standards/>

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
ENGLISH LANGUAGE ARTS		
Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.		
Reading Process and Comprehension		
RI The student will integrate various cues and strategies to comprehend what he or she reads.		
PK-R1.1 Begin showing an interest in reading-related activities, such as looking at books during free-choice time, talking about books, and recalling details by looking at pictures.	Chapter 3: "Literacy as a Source of Enjoyment," p. 131, 133 Chapter 10: "Library," pp. 351–379	Language Development—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
PK-R1.2 Begin exploring books independently.	Chapter 2: "Choice Time," pp. 87–88 Chapter 3: "Understanding Books and Other Texts," pp. 130–131, 133; "Literacy as a Source of Enjoyment," p. 131, 133 Chapter 10: "Library," pp. 351–379	LANGUAGE DEVELOPMENT—Reading and Writing 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
PK-R1.3 Begin recognizing the association between spoken and written words.	Chapter 3: "Letters and Words," p. 129, 133 Chapter 10: "Recognizing That Written Words Are Symbols," p. 366; 366; "Connecting Written Symbols With Sounds," p. 366; "Matching Words With the Printed Text," p. 366	Language Development—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning II. Writes to convey meaning
PK-R1.4 Begin making connections to prior knowledge, other texts, and the world in response to texts read aloud.	Chapter 3: "Comprehension," pp. 129–130, 133 Chapter 10: "Interacting With Children in the Library Area," pp. 370–375	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
PK-R1.5 Begin retelling stories.	Chapter 3: "Comprehension," pp. 129–130, 133 Chapter 10: "Retelling Stories With Children," p. 373	Language Development—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs III. Uses more complex sentences to express ideas and feelings II. Uses longer sentences (5–6 words) to communicate LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
<p>PK-R1.6 Begin recalling details in texts read aloud.</p> <p>PK-R1.7 Begin asking and answering questions about texts read aloud.</p>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p>Chapter 10: “Reading Books to Children,” p. 370–373; “The Teacher’s Role: Observing and Responding to Individual Children,” pp. 365–370; “Interacting With Children in the Library Area,” pp. 370–375</p>	<p>Language Development—Listening and Speaking</p> <p>41. Answers questions</p> <p>I. Answers simple questions with one or two words</p> <p>II. Answers questions with a complete thought</p> <p>III. Answers questions with details</p> <p>42. Asks questions</p> <p>I. Asks simple questions</p> <p>II. Asks questions to further understanding</p> <p>III. Asks increasingly complex questions to further own understanding</p> <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <p>I. Listens to stories being read</p> <p>II. Participates in story time interactively</p> <p>III. Chooses to read on own; seeks information in books; sees self as reader</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <p>I. Imitates act of reading in play</p> <p>II. Compares and predicts story events; acts out main events of a familiar story</p> <p>III. Retells a story including many details and draws connections between story events</p>
<p>PK-R1.8 Begin using pictures and words to make predictions about stories read aloud.</p>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p>Chapter 10: “Reading Books to Children,” p. 370–373; “The Teacher’s Role: Observing and Responding to Individual Children,” pp. 365–370; “Interacting With Children in the Library Area,” pp. 370–375</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <p>I. Listens to stories being read</p> <p>II. Participates in story time interactively</p> <p>III. Chooses to read on own; seeks information in books; sees self as reader</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <p>I. Imitates act of reading in play</p> <p>II. Compares and predicts story events; acts out main events of a familiar story</p> <p>III. Retells a story including many details and draws connections between story events</p>

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
Analysis of Texts		
R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.		
PK-R2.1 Begin identifying characters in stories read aloud.	Chapter 3: "Comprehension," pp. 129–130, 133 Chapter 10: "The Teacher's Role: Observing, Responding to and "Interacting With Children in the Library Area," pp. 365–375	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
Phonics and Word Study		
R3 The student will use a knowledge of graphophonics and word analysis to read and determine the meaning of unfamiliar words.		
PK-R3.1 Begin recognizing environmental print such as business logos and traffic signs.	Chapter 10: "Recognizing Printed Words," p. 366 Section in all Interest Area chapters: "What Children Learn in the ____ Area: Literacy"	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
PK-R3.2 Begin understanding how print is organized and read, using concepts about print .	Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Understanding How Stories Work,” p. 366; “Understanding the Function and Value of Print,” p. 366	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print
PK-R3.3 Begin identifying places where words are found, such as books and newspapers.	Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read
PK-R3.4 Begin recognizing that words are made up of letters and that letters make sounds. PK-R3.5 Begin recognizing letter patterns in words.	Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read LANGUAGE DEVELOPMENT—Reading and Writing 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections
PK-R3.6 Begin recognizing rhyming words .	Chapter 3: “Phonological Awareness,” p. 128, 132 Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375 Chapter 13: “Interacting With Children During Music and Movement Activities,” pp. 434–438	Language Development—Listening and Speaking 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
Writing Goal (W) The student will write for different audiences and purposes.		
The Writing Process		
W1 The student will use apply a process approach to writing.		
PK-W1.1 Begin choosing topics and generating ideas about which to write.	Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 10: “Promoting Children’s Writing,” p. 374	LANGUAGE DEVELOPMENT—Reading and Writing 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning
PK-W1.2 Begin writing using a variety of formats.	Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369	Language Development—Reading and Writing 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words
PK-W1.2.1 Begin using oral language, pictures, and/or letters to create stories about experiences, people, objects, and events.	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Letters and Words,” p. 129, 133 Chapter 9: “Stages in Painting and Drawing,” pp. 337–338 Chapter 10: Developmental Steps in Writing,” pp. 367–369 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy; The Arts”	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings LANGUAGE DEVELOPMENT—Reading and Writing 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
Writing Purposes		
<p>W2 The student will write for a variety of purposes.</p> <p>PK-W2.1 The student will begin using oral language, drawing pictures, and/or using letters to explain.</p>	<p>Chapter 3: "Increased Vocabulary and Language," pp. 126–127, 132; "Letters and Words," p. 129, 133</p> <p>Chapter 9: "Stages in Painting and Drawing," pp. 337–338</p> <p>Chapter 10: Developmental Steps in Writing," pp. 367–369</p> <p>Sections in all Interest Area chapters: "How ___ Promotes Development: Language Development;" "Connecting ___ With Curriculum Objectives: Language Development"</p> <p>Sections in all Interest Area chapters: "What Children Learn in the ___ Area: Literacy; The Arts"</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>37. Makes and interprets representations</p> <p>I. Draws or constructs and then names what it is</p> <p>II. Draws or builds a construction that represents something specific</p> <p>III. Plans then creates increasingly elaborate representations</p> <p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <p>I. Uses simple sentences (3–4 words) to express wants and needs</p> <p>II. Uses longer sentences (5–6 words) to communicate</p> <p>III. Uses more complex sentences to express ideas and feelings</p> <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>50. Writes letters and words</p> <p>I. Uses scribble writing and letter-like forms</p> <p>II. Writes recognizable letters, especially those in own name</p> <p>III. Uses letters that represent sounds in writing words</p>
Responding to Texts		
<p>W3 The student will respond to texts written by others.</p> <p>PK-W3.1 Begin responding to texts read aloud by conversing with others and by using pictures.</p>	<p>Chapter 3: "Understanding Books and Other Texts," pp. 130–131, 133; "Literacy as a Source of Enjoyment," p. 131, 133</p> <p>Chapter 10: "Reading Books to Children," p. 370–373; "Retelling Stories With Children," p. 373; "Listening to Tapes With Children," p. 374</p>	<p>Language Development—Listening and Speaking</p> <p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others' comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p> <p>Language Development—Reading and Writing</p> <p>44. Enjoys and values reading</p> <p>I. Listens to stories being read</p> <p>II. Participates in story time interactively</p> <p>III. Chooses to read on own; seeks information in books; sees self as reader</p>

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
Legibility		
W4 The student will create legible texts		
PK-W4.1 Begin copying or printing letters and words, including his or her name.	Chapter 3: "Letters and Words," p. 129, 133 Chapter 10: "Developmental Steps in Writing," pp. 367–369	PHYSICAL DEVELOPMENT—Fine Motor 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name LANGUAGE DEVELOPMENT—Reading and Writing 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words
Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.		
Communication: Speaking		
C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.		
PK-C1.1 Begin using appropriate voice level, phrasing, sentence structure (syntax), and intonation when speaking.	Chapter 2: "Large-Group Time," pp. 84–85; "Small-Group Time," p. 86 Chapter 3: "Increased Vocabulary and Language," pp. 126–127, 132 Chapter 4: "Interacting With Children to Promote Learning," pp. 175–178; "Working With Groups of Children," pp. 183–187	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings
PK-C1.2 Begin taking turns in conversations and staying on topic.		LANGUAGE DEVELOPMENT—Listening and Speaking 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others' comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
PK-C1.3 Begin responding in complete sentences.		LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
PK-C1.4 Begin participating in conversations and discussions and responding appropriately.	Chapter 2: "Large-Group Time," pp. 84–85; "Small-Group Time," p. 86 Chapter 3: "Increased Vocabulary and Language," pp. 126–127, 132 Chapter 4: "Interacting With Children to Promote Learning," pp. 175–178; "Working With Groups of Children," pp. 183–187	LANGUAGE DEVELOPMENT—Listening and Speaking 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others' comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
PK-C1.5 Begin participating in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.	Chapter 3: "Phonological Awareness," p. 128, 132 Chapter 10: "Reading Books to Children," p. 370–373; "Retelling Stories With Children," p. 373 Chapter 13: "Music and Movement," pp. 423–441	LANGUAGE DEVELOPMENT—Listening and Speaking 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words
PK-C1.6 Begin participating in creative dramatics.	Chapter 3: "Drama," pp. 153–154, 155 Chapter 7: "Dramatic Play," pp. 271–293	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
<p>PK-C1.7 Begin using oral language for a variety of purposes.</p>	<p>Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Responding to Challenging Behavior,” pp. 116–122;</p> <p>Chapter 3: “Increased Vocabulary And Language,” pp. 126–127, 132</p> <p>Chapter 4: “Using a Range of Teaching Approaches,” pp. 173–178; “Working With Groups of Children,” pp. 183–187</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>4. Stands up for rights</p> <p>I. Physically or verbally asserts needs and desires</p> <p>II. Asserts own needs and desires verbally without being aggressive</p> <p>III. Takes action to avoid possible disputes over rights</p> <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <p>I. Performs and labels actions associated with a role</p> <p>II. Offers a play theme and scenario</p> <p>III. Engages in elaborate and sustained role play</p> <p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <p>I. Uses simple sentences (3–4 words) to express wants and needs</p> <p>II. Uses longer sentences (5–6 words) to communicate</p> <p>III. Uses more complex sentences to express ideas and feelings</p> <p>41. Answers questions</p> <p>I. Answers simple questions with one or two words</p> <p>II. Answers questions with a complete thought</p> <p>III. Answers questions with details</p> <p>42. Asks questions</p> <p>I. Asks simple questions</p> <p>II. Asks questions to further understanding</p> <p>III. Asks increasingly complex questions to further own understanding</p> <p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others’ comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p>
Communication: Listening		
<p>C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.</p>		
<p>PK-C2.1 Begin following one- and two-step oral directions.</p>	<p>Chapter 1: “Language Development,” p. 22</p>	<p>Language Development—Listening and Speaking</p> <p>40. Understands and follows oral directions</p> <p>I. Follows one-step directions</p> <p>II. Follows two-step directions</p> <p>III. Follows directions with more than two steps</p>

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
<p>PK-C2.2 Begin listening to various types of literature read aloud.</p>	<p>Chapter 3: "Understanding Books and Other Texts," pp. 130–131, 133; "Literacy as a Source of Enjoyment," p. 131, 133 Chapter 10: "Interacting With Children in the Library Area," pp. 370–375 Section in all Interest Area chapters: "What Children Learn in the ____ Area: Literacy"</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader</p>
<p>PK-C2.3 Begin listening for meaning in conversations and discussions.</p> <p>PK-C2.4 Begin focusing attention on the person who is speaking and listening politely without interrupting.</p>	<p>Chapter 2: "Large-Group Time," pp. 84–85; "Small-Group Time," p. 86 Chapter 3: "Increased Vocabulary and Language," pp. 126–127, 132 Chapter 4: "Talking With Children About Their Work," p. 177; "Asking Children Open-Ended Questions," pp. 177–178; "Large-Group Instruction," pp. 183–185; "Small-Group Instruction," pp. 185–187 Sections in all Interest Area chapters: "How ____ Promotes Development: Language Development;" "Connecting ____ With Curriculum Objectives: Language Development"</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others' comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges</p>
Communication: Viewing		
<p>C3 The student will comprehend and analyze information he or she receives from nonprint sources.</p>		
<p>PK-C3.1 Begin recognizing nonprint sources.</p> <p>PK-C3.2 Begin making connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.</p>	<p>Chapter 3: "Technology," pp. 156–160 Chapter 15: "Computers," pp. 471–491 Section in all Interest Area chapters: "What Children Learn in the ____ Area: Technology"</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
Research Goal (RS) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.		
Selecting a Research Topic		
RS1 The student will select a topic for exploration. PK-RS1.1 Begin asking <i>how</i> and <i>why</i> questions about a topic of interest.	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas LANGUAGE DEVELOPMENT—Listening and Speaking 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding
Gathering Information and Refining a Topic		
RS2 The student will gather information from a variety of sources. PK-RS2.1 Begin identifying pictures as sources of information.	Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189 Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ____ Area: The Arts”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information

Preparing and Presenting Information		
<p>RS3 The student will use a variety of strategies to prepare and present selected information.</p>		
<p>PK-RS3.1 Begin organizing and classifying information by constructing categories.</p> <p>PK-RS3.2 Begin organizing information on the basis of observation.</p>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198</p> <p>Section in all Interest Area chapters: “What Children Learn in the ____ Area: Literacy”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <p>I. Examines with attention to detail, noticing attributes of objects</p> <p>II. Notices and/or asks questions about similarities and differences</p> <p>III. Observes attentively and seeks relevant information</p> <p>26. Applies knowledge or experience to a new context</p> <p>I. Draws on everyday experiences and applies this knowledge to similar situations</p> <p>II. Applies new information or vocabulary to an activity or interaction</p> <p>III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p> <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <p>I. Sorts objects by one property such as size, shape, color, or use</p> <p>II. Sorts a group of objects by one property and then by another</p> <p>III. Sorts objects into groups/subgroups and can state reason</p> <p>28. Compares/measures</p> <p>I. Notices similarities and differences</p> <p>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</p> <p>III. Understands/uses measurement words and some standard measurement tools</p>
<p>PK-RS3.3 Begin presenting his or her research findings in a variety of formats.</p>	<p>Chapter 4: “Child-Initiated Learning,” pp. 173–174</p> <p>Chapter 4: “Collecting Children’s Work in Portfolios,” pp. 200–204</p> <p>Sections in all Interest Area chapters: “How ____ Promotes Development: Language Development;” “Connecting ____ With Curriculum Objectives: Language Development”</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>37. Makes and interprets representations</p> <p>I. Draws or constructs and then names what it is</p> <p>II. Draws or builds a construction that represents something specific</p> <p>III. Plans then creates increasingly elaborate representations</p> <p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <p>I. Uses simple sentences (3–4 words) to express wants and needs</p> <p>II. Uses longer sentences (5–6 words) to communicate</p> <p>III. Uses more complex sentences to express ideas and feelings</p> <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>50. Writes letters and words</p> <p>I. Uses scribble writing and letter-like forms</p> <p>II. Writes recognizable letters, especially those in own name</p> <p>III. Uses letters that represent sounds in writing words</p>

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
MATHEMATICS		
Number and Operations		
STANDARD I. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.		
EXPECTATION C. Develop understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections.		
1. Determine more than, less than, and equals based on counts using manipulatives (more, less, same number).	Chapter 3: "Number Concepts," pp. 134–135, 140 Chapter 6: "Blocks," pp. 243–269 Chapter 8: "Toys and Games," pp. 295–315	COGNITIVE DEVELOPMENT—Logical Thinking 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
EXPECTATION E. Connect number words and numerals to the quantities they represent, using various physical models and representations.		
1. Distinguish "one" from "many."	Chapter 3: "Number Concepts," pp. 134–135, 140 Chapter 6: "Blocks," pp. 243–269 Chapter 8: "Toys and Games," pp. 295–315 Section in all Interest Area chapters: "What Children Learn in the ____ Area: Mathematics"	COGNITIVE DEVELOPMENT—Logical Thinking 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
Algebra		
STANDARD I. Understand patterns, relations, and functions.		
EXPECTATION A. Sort, classify, and order objects by size, number, and other properties.		
1. Recognize patterns in their environment by color, shape, and size.	Chapter 3: "Patterns and Relationships," p. 136, 140 Chapter 8: "Toys and Games," pp. 295–315	COGNITIVE DEVELOPMENT—Logical Thinking 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying
2. Order three objects by size.	Chapter 3: "Patterns and Relationships," p. 136, 140 Chapter 6: "Blocks," pp. 243–269 Chapter 8: "Toys and Games," pp. 295–315 Chapter 11: "Discovery," pp. 381–401 Chapter 15: "Computers," pp. 471–491	COGNITIVE DEVELOPMENT—Logical Thinking 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features
EXPECTATION B. Recognize, describe, and extend patterns such as sequences of sounds and shapes or simple numeric patterns and translate from one representation to another.		
1. Recognize a two-part pattern and extend.	Chapter 3: "Patterns and Relationships," p. 136, 140 Chapter 6: "Blocks," pp. 243–269 Chapter 8: "Toys and Games," pp. 295–315 Chapter 13: "Music and Movement," pp. 423–441	COGNITIVE DEVELOPMENT—Logical Thinking 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
Geometry		
STANDARD 1. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.		
EXPECTATION A. Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes.		
1. Identify, name, model, and draw two-dimensional geometric shapes (circle, square, triangle, rectangle).	Chapter 3: "Geometry and Spatial Sense," pp. 136-137, 141 Chapter 6: "Blocks," pp. 243-269 Chapter 8: "Toys and Games," pp. 295-315 Chapter 9: "Art," pp. 317-349	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason COGNITIVE DEVELOPMENT— Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
2. Investigate three-dimensional shapes in informal settings.		
3. Sort two-dimensional shapes according to attributes.		
EXPECTATION C. Investigate and predict the results of putting together and taking apart two- and three dimensional shapes.		
1. Investigate the results of combining and partitioning geometric shapes (square, rectangle, triangle, circle).	Chapter 3: "Geometry and Spatial Sense," pp. 136-137, 141 Chapter 6: "Blocks," pp. 243-269 Chapter 9: "Art," pp. 317-349	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
STANDARD II. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.		
EXPECTATION A. Describe, name, and interpret relative positions in space and apply ideas about relative position.		
1. Use positional words to describe the location of objects (<i>up, down, on, off, over, under</i>).	Chapter 3: "Geometry and Spatial Sense," pp. 136-137, 141 Chapter 6: "Blocks," pp. 243-269 Chapter 8: "Toys and Games," pp. 295-315 Chapter 12: "Sand and Water," pp. 403-421 Chapter 13: "Music and Movement," pp. 423-441 Chapter 16: "Outdoors," pp. 493-522	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one's perspective
EXPECTATION D. Recognize geometric shapes and structures in the environment and specify their location.		
1. Locate geometric shapes in the environment.	Chapter 3: "Geometry and Spatial Sense," pp. 136-137, 141; "People and the Environment," p. 148, 151 Chapter 11: "Discovery," pp. 381-401 Chapter 16: "Outdoors," pp. 493-522 Section in all Interest Area Chapters: "What Children Learn in the ___ Area: Mathematics"	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
Measurement		
STANDARD I. Understand measurable attributes of objects and the units, systems, and processes of measurement.		
EXPECTATION A. Recognize the attributes of length, volume, weight, area, and time.		
1. Identify, by picking them up, which of two objects is heavier.	Chapter 3: "Measurement," pp. 137–138, 141 Chapter 6: "Blocks," pp. 243–269 Chapter 12: "Sand and Water," pp. 403–421	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
2. Demonstrate (through conversation) a beginning sense of time (yesterday, today, and tomorrow).	Chapter 2: "Daily Events," pp. 82–92, especially, "Using a Calendar," p. 85; "The Daily Schedule," pp. 92–97 Chapter 3: "Measurement," pp. 137–138, 141	COGNITIVE DEVELOPMENT—Logical Thinking 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
EXPECTATION B. Compare and order objects according to their attributes.		
1. Uses basic comparison words (e.g., "His truck is bigger than mine").	Chapter 3: "Measurement," pp. 137–138, 141 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area Chapters: "What Children Learn in the ___ Area: Mathematics"	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
EXPECTATION C. Understand how to measure using nonstandard and standard units.		
1. Use nonstandard units of measure to explore everyday objects.	Chapter 3: "Measurement," pp. 137–138, 141 "Technology," pp. 156–160 Chapter 6: "Blocks," pp. 243–269 Chapter 12: "Sand and Water," pp. 403–421 Sections in all Interest Area Chapters: "What Children Learn in the ____ Area: Mathematics; Technology"	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
EXPECTATION D. Select an appropriate unit and tool for the attribute being measured.		
1. Identify the instrument used to measure time (clock).	Chapter 2: "The Daily Schedule," pp. 92–97 Chapter 3: "Technology," pp. 156–160	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
Data Analysis and Probability		
STANDARD I. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.		
EXPECTATION A. Pose questions and gather data about themselves and their surroundings.		
1. Collect data related to familiar experiences by counting	Chapter 3: "Number Concepts," pp. 134–135, 140; "Data Collection, Organization, and Representation," pp. 138–139, 141 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	COGNITIVE DEVELOPMENT—Logical Thinking 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
EXPECTATION B. Sort and classify objects according to their attributes and organize data about the objects.		
1. Sort and classify by a single attribute (color, shape, size).	Chapter 3: "Data Collection, Organization, and Representation," pp. 138–139, 141 Chapter 6: "Blocks," pp. 243–269 Chapter 8: "Toys and Games," pp. 295–315 Chapter 11: "Discovery," pp. 381–401	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason
1. Draw a picture to represent data.	Chapter 3: "Data Collection, Organization, and Representation," pp. 138–139, 141 Chapter 8: "Toys and Games," pp. 295–315 Chapter 11: "Discovery," pp. 381–401	COGNITIVE DEVELOPMENT— Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations

<i>South Carolina Pre-K-K Standards and Benchmarks</i>	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>
PHYSICAL EDUCATION		
STANDARD 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.		
<p>STANDARD 1: PreK-K Students should develop most fundamental movement patterns (e.g., throwing, receiving, jumping, and striking) to a level of mature form in simple conditions and gain control of the varied use of these patterns.</p> <p>BENCHMARKS The student will</p> <ul style="list-style-type: none"> * demonstrate controlled traveling, rolling, and balancing actions; * travel with control forward, backward, and sideways using a variety of locomotor patterns and change directions quickly; * move with awareness of others in general space; * kick, throw, catch, and strike objects under simple conditions (e.g., kicking and striking a stationary ball, catching an accurately tossed ball); and * select appropriate actions to match a steady beat. 	<p>Chapter 1: "Physical Development: Gross Motor," p. 20 Chapter 13: "Music and Movement," pp. 423–441 Chapter 16: "Outdoors," pp. 493–522</p>	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam <p>16. Climbs up and down</p> <ul style="list-style-type: none"> I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <ul style="list-style-type: none"> I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control <p>18. Demonstrates throwing, kicking, and catching skills</p> <ul style="list-style-type: none"> I. Throws, catches, and kicks objects with somewhat awkward movements III. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy

<p>South Carolina Pre-K-K Standards and Benchmarks</p>	<p>The Creative Curriculum® for Preschool</p>	<p>Creative Curriculum® Goals, Objectives, and Developmental Steps</p>
<p>STANDARD 2: Applies movement concepts and principles to the learning and development of motor skills.</p>		
<p>STANDARD 2: Pre-K-K Students should become aware of basic cognitive concepts associated with movement and know how to use them to guide their performance in game skills, body management, dance, and locomotion. Students should begin to recognize and apply some characteristics of mature fundamental motor patterns. BENCHMARKS The student will * identify fundamental movement patterns (e.g., skip, strike); * identify beginning movement concepts (BSER) in body management, games, dance, and locomotion (e.g., personal/general space, high/low levels, fast/slow speeds, light/heavy, balance, and twist); and * apply appropriate movement concepts (BSER) to performance (e.g., change direction while running, move from a gallop to a hop when directed).</p>	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522</p>	<p>PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 17. Pedals and steers a tricycle (or other wheeled vehicle) I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements III. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective Language Development—Listening and Speaking 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps</p>

<p>South Carolina Pre-K-K Standards and Benchmarks</p>	<p>The Creative Curriculum® for Preschool</p>	<p>Creative Curriculum® Goals, Objectives, and Developmental Steps</p>
<p>STANDARD 3: Exhibits a physically active lifestyle.</p>		
<p>STANDARD 3: PreK-K Students should develop positive attitudes toward participation in physical activity and a general awareness that physical activity is both fun and good for one.</p> <p>BENCHMARKS The student will</p> <ul style="list-style-type: none"> * select and participate in physical activity during unscheduled times and * identify likes and dislikes connected with participation in physical activity. 	<p>Chapter 2: “Choice Time,” pp. 87–88 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <ul style="list-style-type: none"> 6. Takes responsibility for own well-being <ul style="list-style-type: none"> I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living <p>PHYSICAL DEVELOPMENT—Gross Motor</p> <ul style="list-style-type: none"> 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) <ul style="list-style-type: none"> I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving <ul style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 16. Climbs up and down <ul style="list-style-type: none"> I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 17. Pedals and steers a tricycle (or other wheeled vehicle) <ul style="list-style-type: none"> I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills <ul style="list-style-type: none"> I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy

South Carolina Pre-K-K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
STANDARD 4: Achieves and maintains a health-enhancing level of physical fitness.		
STANDARD 4: PreK-K Students should be able to sustain physical activity intermittently for short periods of time, enjoy being physically active, and recognize the physiological signs associated with engagement in vigorous physical activity. BENCHMARKS The student will <ul style="list-style-type: none"> * sustain moderate to vigorous physical activity for short periods of time and * be aware of the physiological signs of moderate physical activity (e.g., fast heart rate and heavy breathing). 	Chapter 2: “Choice Time,” pp. 87–88 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others <ul style="list-style-type: none"> 6. Takes responsibility for own well-being <ul style="list-style-type: none"> I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living PHYSICAL DEVELOPMENT—Gross Motor <ul style="list-style-type: none"> 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) <ul style="list-style-type: none"> I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving <ul style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 16. Climbs up and down <ul style="list-style-type: none"> I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 17. Pedals and steers a tricycle (or other wheeled vehicle) <ul style="list-style-type: none"> I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills <ul style="list-style-type: none"> I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy

South Carolina Pre-K-K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
STANDARD 5: Demonstrates responsible personal and social behavior in physical activity settings		
STANDARD 5: PreK-K Students should learn and utilize acceptable behaviors and safe practices while in a physical activity setting. They begin to understand the concept of cooperation through opportunities to share space and equipment with others in a group. BENCHMARKS The student will * know rules, procedures, and safe practices for participation and respond appropriately and *share space and equipment with others.	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522, especially “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” pp. 517–518	SOCIAL/EMOTIONAL DEVELOPMENT – Responsibility for Self and Others 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn

<p>South Carolina Pre-K-K Standards and Benchmarks</p>	<p>The Creative Curriculum® for Preschool</p>	<p>Creative Curriculum® Goals, Objectives, and Developmental Steps</p>
<p>STANDARD 6: Demonstrates understanding and respect for differences among people in physical activity settings.</p>		
<p>STANDARD 6: PreK-K Students should discover the joy of playing with friends and learn how positive social interaction can make activities more fun. Students should interact positively with others in the class, regardless of personal differences.</p> <p>BENCHMARKS The student will * participate willingly in individual and group activities and * interact positively with others.</p>	<p>Chapter 1: “Social/Emotional Development,” pp. 18–19 Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Helping Children to Make Friends,” pp. 105–106; Classroom Strategies That Support Friendships,” pp. 107–108 Sections in all Interest Area chapters: “How ____ Promotes Development: Social/Emotional Development;” “Connecting ____ With Curriculum Objectives: Social/Emotional Development”</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights</p> <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise</p>

<p>South Carolina Pre-K-K Standards and Benchmarks</p>	<p>The Creative Curriculum® for Preschool</p>	<p>Creative Curriculum® Goals, Objectives, and Developmental Steps</p>
<p>STANDARD 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.</p>		
<p>STANDARD 7: PreK-K Students should enjoy the challenge of experiencing new movements and learning new skills. They should associate positive feelings with participation in physical activity. BENCHMARKS The student will * demonstrate a willingness to try new movement activities and skills and * identify feelings resulting from participation in physical activity.</p>	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522 “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>

<i>South Carolina Pre-K-K Standards and Benchmarks</i>	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>
VISUAL AND PERFORMING ARTS		
DANCE		
I. TECHNIQUE. Identifying and demonstrating movement elements and skills in performing dance. Students will		
A. Demonstrate nonlocomotor movements (e.g., bend, twist, stretch, swing).	Chapter 1: "Physical Development," p. 20 Chapter 3: "Dance," p. 152, 155 Chapter 13: "Music and Movement," pp. 423–441 Chapter 16: "Outdoors," pp. 493–522	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy
B. Demonstrate basic locomotor movements (e.g., walk, run, hop, jump).		
D. Use their bodies to create shapes at low, middle, and high levels .		
E. Create, demonstrate, and imitate straight and curved pathways using locomotor and nonlocomotor movements .		
F. Safely maintain personal and general space while moving.		
G. Start, change, and stop movement in response to a rhythm .		
I. Demonstrate kinesthetic awareness by moving body parts in isolation.		
II. CHOREOGRAPHY. Understanding choreographic principles, processes, and structures. Students will		
A. Use improvisation to discover and invent movement and to solve movement problems.	Chapter 3: "Dance," p. 152, 155 Chapter 13: "Music and Movement," pp. 423–441	There are no <i>Creative Curriculum®</i> objectives that correlate directly with this item.
B. Improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods).		

South Carolina Pre-K-K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
C. Create and repeat a simple sequence with a beginning, middle, and end, both with and without rhythmic accompaniment; identify each of the parts of the sequence.	Chapter 3: "Dance," p. 152, 155 Chapter 13: "Music and Movement," pp. 423–441	There are no <i>Creative Curriculum</i> ® objectives that correlate directly with this item.
H. Demonstrate the following partnering skills: copying, leading, following, and mirroring		
J. Translate simple motif writing into movement.		
III. NONVERBAL COMMUNICATION. Understanding dance as a way to create and communicate meaning. Students will		
A. Describe how dance is different from other forms of human movement (e.g., sports maneuvers, everyday gestures).	Chapter 2: "Large-Group Time," pp. 84–85; "Small-Group Time," p. 86 Chapter 3: "Dance," p. 152, 155	There are no <i>Creative Curriculum</i> ® objectives that correlate directly with this item.
B. Participate in class discussions about interpretations of and responses to dances.	Chapter 4: "Using a Range of Teaching Approaches," pp. 173–178; "Large-Group Instruction," pp. 183–185; "Small-Group Instruction," pp. 185–187	
E. Improvise, create, and perform dances that communicate feelings and ideas.	Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts"	

South Carolina Pre-K-K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
IV. CRITICAL AND CREATIVE THINKING. Applying and demonstrating critical and creative thinking skills in dance. Students will		
A. Generate multiple solutions to a simple movement problem (e.g., creating rounded shapes); then identify their favorite solution and defend their choice.	Chapter 2: "Large-Group Time," pp. 84–85 Chapter 4: "Large-Group Instruction," pp. 183–185 Chapter 13: "Interacting With Children During Music and Movement Activities," pp. 434–440	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems
E. Demonstrate appropriate audience behavior while watching and responding to dance performances.	Chapter 2: "Large-Group Time," pp. 84–85	There are no <i>Creative Curriculum®</i> objectives that correlate directly with this item.
V. HISTORY AND CULTURE. Demonstrating and understanding dance in various cultures and historical periods. Students will		
A. Perform simple folk dances from various cultures.	Chapter 3: "Social Studies," pp. 146–151 Chapter 3: "The Arts," pp. 152–155	There are no <i>Creative Curriculum®</i> objectives that correlate directly with this item.
C. Explain some of the reasons why people dance (e.g., entertainment, recreation, religious expression).		
VI. HEALTHFUL LIVING. Making connections between dance and healthful living. Students will		
A. Give examples of how healthy practices enhance one's ability to dance.	Chapter 13: "Music and Movement," pp. 423–441 Chapter 14: "Cooking," pp. 443–469	There are no <i>Creative Curriculum®</i> objectives that correlate directly with this item.

South Carolina Pre-K-K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
VII. CONNECTIONS. Making connections between dance and other disciplines. Students will		
A. Respond to a dance by using another art form (e.g. drawing, painting, singing).	Chapter 3: “The Arts,” pp. 152–155; “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Chapter 9: “Art,” pp. 317–349 Chapter 13: “Music and Movement,” pp. 423–441 Section in all Interest Area chapters: “What Children Learn in the ____ Area: The Arts”	There are no <i>Creative Curriculum</i> ® objectives that correlate directly with this item.
Music		
I. SINGING. Singing, alone and with others, a varied repertoire of music. Students will		
A. Sing songs in a developmentally appropriate range (using head tones), match pitch , echo short melodic patterns, and maintain a steady tempo .	Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441	There are no <i>Creative Curriculum</i> ® objectives that correlate directly with this item.
B. Speak, chant, and sing using expressive voices and move to demonstrate awareness of beat, tempo , dynamics , and melodic direction.		
C. Sing from memory age-appropriate songs representing varied styles of music.		

South Carolina Pre-K-K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
II. PERFORMING ON INSTRUMENTS. Performing on instruments, alone and with others, a varied repertoire of music. Students will		
A. Play a variety of pitched and unpitched instruments and use other sound sources, including body percussion .	Chapter 3: "Music," p. 153, 155 Chapter 13: "Music and Movement," pp. 423–441	There are no <i>Creative Curriculum®</i> objectives that correlate directly with this item.
B. Play simple melodies and accompaniments on pitched and unpitched instruments , demonstrating awareness of beat, tempo , dynamics , and melodic direction.		
C. Play appropriate pitched or unpitched instruments to accompany songs and games from diverse cultures.		
D. Echo short rhythmic and melodic patterns.		
III. IMPROVISING. Improvising melodies , variations, and accompaniments. Students will		
A. Improvise songs and rhythm chants with words to accompany play activities .	Chapter 3: "Music," p. 153, 155 Chapter 13: "Music and Movement," pp. 423–441	There are no <i>Creative Curriculum®</i> objectives that correlate directly with this item.
B. Improvise instrumental accompaniments to songs, recorded selections, stories, and poems.		
C. Improvise simple rhythmic accompaniments using body percussion and classroom instruments.		

South Carolina Pre-K-K Standards and Benchmarks	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>
IV. COMPOSING AND ARRANGING. Composing and arranging music within specified guidelines. Students will		
A. Compose using icons or invented symbols to represent music beats.	Not covered in <i>The Creative Curriculum® for Preschool</i> .	There are no <i>Creative Curriculum®</i> objectives that correlate directly with this item.
B. Compose using icons or invented symbols to represent musical sounds and ideas.		
V. READING AND NOTATING. Reading and notating music. Students will		
A. Begin to read, write, and perform rhythmic notation using traditional, nontraditional, and invented symbols to represent beat, divided beat, and rest.	Not covered in <i>The Creative Curriculum® for Preschool</i> .	There are no <i>Creative Curriculum®</i> objectives that correlate directly with this item.
B. Begin to read and write melodic notation in pentatonic mode , using traditional, nontraditional, and invented symbols to represent pitch .		

South Carolina Pre-K-K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
GENERAL MUSIC		
VI. ANALYZING. Listening to, analyzing, and describing music. Students will		
A. Identify examples of simple music forms.	Chapter 3: "Music," p. 153, 155 Chapter 13: "Music and Movement," pp. 423–441	There are no <i>Creative Curriculum</i> ® objectives that correlate directly with this item.
B. Use personal vocabulary to describe music from diverse cultures.		
C. Identify and describe basic elements in music, including pitch , tempo , and dynamics .		
D. Identify and describe the sources of a variety of sounds, including male and female voices and the sounds of common instruments.		
E. Show body movement in response to pitch , dynamics , tempo , and style of music.		
VII. EVALUATING. Evaluating music and music performances. Students will		
A. Identify specific elements of musical works that evoke emotion and response.	Chapter 3: "Music," p. 153, 155 Chapter 13: "Music and Movement," pp. 423–441	There are no <i>Creative Curriculum</i> ® objectives that correlate directly with this item.
B. Identify their personal preferences for specific musical works and performances.		

South Carolina Pre-K-K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
VIII. MAKING CONNECTIONS. Understanding relationships between music, the other arts, and disciplines outside the arts Students will		
A. Relate uses of music to daily experiences, celebrations, and special events.	Chapter 3: “The Arts,” pp. 152–155; “Social Studies,” pp. 146–151; “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “What Children Learn in the ____ Area: The Arts”	There are no <i>Creative Curriculum</i> ® objectives that correlate directly with this item.
IX. RELATING TO HISTORY AND CULTURE. Understanding music in relation to history and culture. Students will		
A. Sing and play simple songs and music games from diverse cultures.	Chapter 3: “People and How They Live,” pp. 147–148, 150; “Music,” p. 153, 155	There are no <i>Creative Curriculum</i> ® objectives that correlate directly with this item.
B. Use personal vocabulary to describe voices, instruments, music notation , and varied genres and styles from diverse cultures.	Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441	

South Carolina Pre-K-K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
THEATER		
I. STORY MAKING/SCRIPT WRITING. Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history. Students will		
A. Identify individual elements (who, what, and where) of classroom dramatizations .	Chapter 3: "Drama," pp. 153–154, 155 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 10: "Materials for Story Retelling," p. 358; "Retelling Stories With Children," p. 373 Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts"	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
B. Create scenes and scenarios (with a beginning, middle, and end) by improvising and participating in theatre games .		
II. ACTING. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes . Students will		
A/B. Demonstrate physical traits of humans, animals, and objects.	Chapter 3: "Drama," pp. 153–154, 155 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 10: "Materials for Story Retelling," p. 358; "Retelling Stories With Children," p. 373 Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts"	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play
C. Describe and compare ways that people react to other people and to internal and external environments .		
D. Assume roles in a variety of dramatizations.		
E. Perform in group (ensemble) dramatizations.		

South Carolina Pre-K-K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
III. DESIGNING. Designing by developing environments for improvised and scripted scenes . Students will		
A. Identify sets and costumes appropriate for stories and/or classroom dramatizations .	Chapter 3: "Drama," pp. 153–154, 155 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 10: "Materials for Story Retelling," p. 358; "Retelling Stories With Children," p. 373 Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts"	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
IV. DIRECTING. Directing by organizing rehearsals for improvised and scripted scenes . Students will		
A. Begin to respond appropriately to instructors' directions and side coaching .	Chapter 3: "Drama," pp. 153–154, 155 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 10: "Materials for Story Retelling," p. 358; "Retelling Stories With Children," p. 373 Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts"	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play
C. Begin to plan classroom presentations individually and collaboratively.		
V. RESEARCHING. Researching by using cultural and historical information to support improvised and scripted scenes .		
<i>There are no PreK-K standards listed in this section.</i>		

<p>South Carolina Pre-K-K Standards and Benchmarks</p>	<p>The Creative Curriculum® for Preschool</p>	<p>Creative Curriculum® Goals, Objectives, and Developmental Steps</p>
<p>VI. CONNECTING. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms. Students will</p>		
<p>B. Use performance skills to act out familiar stories.</p>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133; “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events</p>
<p>C. Act out different career and social roles in improvisations and theatre games.</p>	<p>Chapter 10: “Retelling Stories With Children,” p. 373</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play</p>
<p>D. Compare and contrast the use of visual arts, dance, music, or electronic media to enhance a classroom performance.</p>	<p>Chapter 3: “Social Studies,” pp. 146–161; “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p>	<p>There are no <i>Creative Curriculum®</i> objectives that correlate directly with this item.</p>

South Carolina Pre-K-K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
VII. VALUING AND RESPONDING. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions. Students will		
A. Demonstrate audience etiquette during theatre performances.	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “Drama,” pp. 153–154, 155 Chapter 4: “Large-Group Instruction,” pp. 183–185; “Small-Group Instruction,” pp. 185–187	There are no <i>Creative Curriculum®</i> objectives that correlate directly with this item.
B. Describe a theatrical experience in terms of aural , visual, and kinetic elements.		
C. Describe emotions evoked by a theatre performance.		
D. Explain what they liked and disliked about a theatre performance.		
VIII. RELATING TO HISTORY AND CULTURE. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures.		
<i>There are no PreK-K standards listed in this section.</i>		

South Carolina Pre-K-K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
Visual Arts		
I. Understanding and Applying Media, Techniques, and Processes Students will		
A. Begin to identify differences among media, techniques , and processes used in the visual arts.	Chapter 3: "Visual Arts," p. 154, 155 Chapter 9: "Art," pp. 317–349 Chapter 15: "Computers," pp. 471–491 Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts"	There are no <i>Creative Curriculum®</i> objectives that correlate directly with this item.
B. Use a variety of media, techniques , and processes to communicate ideas, experiences, and stories through their artworks.	Section in all Interest Area chapters: "What Children Learn in the ___ Area: Technology"	There are no <i>Creative Curriculum®</i> objectives that correlate directly with this item.
C. Use art materials and tools in a safe and responsible manner.		SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment
II. Using Knowledge of Structures and Functions Students will		
A. Identify some elements and principles of design in the visual arts.	Chapter 3: "Visual Arts," p. 154, 155 Chapter 9: "Art," pp. 317–349 Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts"	There are no <i>Creative Curriculum®</i> objectives that correlate directly with this item.
B. Use some elements and principles of design to communicate ideas through their artworks.		
III. Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas Students will		
A. Create artworks that express their personal experiences.	Chapter 3: "Visual Arts," p. 154, 155 Chapter 9: "Art," pp. 317–349 Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts"	There are no <i>Creative Curriculum®</i> objectives that correlate directly with this item.
B. Describe their personal responses to various subjects , symbols, and ideas in artworks.		

South Carolina Pre-K-K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
IV. Understanding the Visual Arts in Relation to History and Cultures Students will		
A. Begin to identify specific artworks and styles as belonging to particular artists, cultures, periods, and places.	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts	There are no <i>Creative Curriculum®</i> objectives that correlate directly with this item.
B. Begin to identify a variety of artworks, artists, and visual arts materials that exist in their community.		
V. Reflecting upon and Assessing the Merits of Their Work and the Work of Others Students will		
A. Identify some purposes for creating artworks.	Chapter 3: “Visual Arts,” p. 154, 155 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts	There are no <i>Creative Curriculum®</i> objectives that correlate directly with this item.
VI. Making Connections between Visual Arts and Other Disciplines Students will		
B. Begin to identify connections between the visual arts and content areas across the curriculum.	Chapter 3: “The Arts,” pp. 152–155; “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts	There are no <i>Creative Curriculum®</i> objectives that correlate directly with this item.

SDE Exceptional Children

Numbers of Students Participating in Public School 4K Special Education Programs
By School District, 2005-2006 School Year

SCHOOL DISTRICT	Gender		Ethnicity				Total Enrollment
	Female	Male	African-American	White	Hispanic	Other	
ABBEVILLE	15	16	11	20	0	0	23
AIKEN	40	106	54	84	6	2	99
ALLENDALE	5	7	12	0	0	0	10
ANDERSON 1	22	48	3	67	0	0	47
ANDERSON 2	9	17	5	20	0	1	21
ANDERSON 3	18	23	6	33	2	0	38
ANDERSON 4	5	13	2	16	0	0	14
ANDERSON 5	14	39	23	29	1	0	26
BAMBERG 1	1	17	11	6	0	1	12
BAMBERG 2	4	8	12	0	0	0	9
BARNWELL 19	2	6	6	2	0	0	5
BARNWELL 29	8	20	26	2	0	0	12
BARNWELL 45	14	19	20	12	1	0	25
BEAUFORT	26	71	38	48	8	3	52
BERKELEY	79	177	93	159	3	1	190
CALHOUN	9	28	25	11	1	0	30
CHARLESTON	69	181	118	121	10	1	146
CHEROKEE	16	43	11	47	1	0	38
CHESTER	17	29	26	20	0	0	32
CHESTERFIELD	17	29	13	32	1	0	38
CLARENDON 1	7	18	25	0	0	0	18
CLARENDON 2	12	35	31	15	1	0	37
CLARENDON 3	2	3	1	4	0	0	5
COLLETON	18	28	25	18	2	1	37
DARLINGTON	32	46	52	26	0	0	51
DILLON 1	2	0	2	0	0	0	2
DILLON 2	9	26	15	19	0	1	26
DILLON 3	2	8	1	8	0	1	6
DORCHESTER 2	41	93	39	89	2	4	106
DORCHESTER 4	5	9	6	8	0	0	11
EDGEFIELD	10	30	22	16	2	0	30
FAIRFIELD	8	18	18	8	0	0	25
FLORENCE 1	23	47	43	25	1	1	53
FLORENCE 2	3	9	9	3	0	0	9
FLORENCE 3	19	36	45	10	0	0	39
FLORENCE 4	2	6	8	0	0	0	5
FLORENCE 5	5	12	3	13	0	1	11
GEORGETOWN	23	72	58	35	2	0	69
GREENVILLE	114	251	87	250	26	2	227
GREENWOOD 50	33	69	67	31	3	1	70

GREENWOOD 51	12	5	1	16	0	0	13
GREENWOOD 52	9	3	3	9	0	0	11
HAMPTON 1	10	12	7	15	0	0	15
HAMPTON 2	1	2	3	0	0	0	1
HORRY	71	171	51	172	16	3	151
JASPER	11	20	12	11	8	0	16
KERSHAW	19	50	19	48	1	1	53
LANCASTER	29	46	28	41	4	2	48
LAURENS 55	33	49	29	53	0	0	66
LAURENS 56	17	26	21	21	1	0	31
LEE	22	32	47	7	0	0	37
LEXINGTON 1	49	108	10	141	4	2	113
LEXINGTON 2	19	56	16	54	5	0	48
LEXINGTON 3	11	20	19	12	0	0	24
LEXINGTON 4	17	38	10	44	1	0	39
LEXINGTON 5	29	75	37	64	2	1	75
MCCORMICK	4	10	7	7	0	0	7
MARION 1	10	21	24	7	0	0	19
MARION 2	13	27	27	12	0	1	25
MARION 7	8	18	26	0	0	0	21
MARLBORO	8	18	17	9	0	0	16
NEWBERRY	23	32	20	32	1	2	43
OCONEE	16	31	7	37	3	0	34
ORANGEBURG 3	19	37	55	1	0	0	41
ORANGEBURG 4	10	26	20	16	0	0	30
ORANGEBURG 5	48	76	114	8	1	1	90
PICKENS	14	33	1	46	0	0	35
RICHLAND 1	63	142	167	35	3	0	141
RICHLAND 2	37	86	70	40	9	4	85
SALUDA	9	10	4	13	2	0	17
SPARTANBURG 1	10	14	4	20	0	0	19
SPARTANBURG 2	13	29	2	39	1	0	25
SPARTANBURG 3	6	12	2	16	0	0	11
SPARTANBURG 4	14	15	2	27	0	0	20
SPARTANBURG 5	16	49	9	53	3	0	50
SPARTANBURG 6	20	35	18	32	4	1	39
SPARTANBURG 7	23	44	41	25	0	1	52
SUMTER 2	21	48	35	32	1	1	46

SUMTER 17	10	30	24	16	0	0	26
UNION	14	33	18	29	0	0	35
WILLIAMSBURG	14	34	40	8	0	0	35
YORK 1	15	30	14	29	1	1	39
YORK 2	9	20	3	25	1	0	19
YORK 3	13	35	11	35	2	0	31
YORK 4	16	39	13	41	0	1	35
Total Districts	1615	3460	2180	2705	147	43	3531